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VOL. XXIX, NO. 24. Whole No. 686.
Published by E. I. Kellogg & Co. 95 Clinton Place.

NEW YORK, JUNE 13, 1885.

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New York, June 13, 1885.

"O for a book and a shady nook,
Either in-a-doors or out—
With the green leaves whisp'ring overhead,
Or the street-cries all about—
Where I may read all at my ease,
Both of the new and old:
For a jolly good nook whereon to look
Is better to me than gold."

ADVICE is the cheapest thing on earth, and for this very reason in order to get any profit from its sale, it is seldom found pure. When it does come fresh from the fountain of a capable life, it is of inestimable value; but like water in a dry season, its source of supply should be analyzed before freely taken.

In order to enjoy life we must be willing to do what we can do well, even though it may seem to be small. Browning says:

"Let us be content to work.
To do the thing we can, and not presume
To fret because it's little."

E. EDGAR JONES, in the *Current*, has some homely lines, full of good sense, on this subject. It is just such poetry as the practical, honest mind of Lincoln used to delight in. He says:

Never try to hold a bushel if designed to hold a peck,
Or outreach the cranes and camels with your half an inch of neck;
Never try to race with dolphins if you cannot even swim,
Or to challenge hawks for vision if your eyes be old and dim;
Never spread a grain of butter over fifty yards of bread,
Or attempt with penny trumpets to awaken up the dead.

Not every stick of timber that is fit to make a mast,
Not every structure builded is a pyramid to last,
Not every piece of music is an anthem or a psalm,
Not every growing sapling that is pine or lofty palm;
Yet every mossy atom has its own peculiar grace,
And each its perfect usefulness or beauty in its place.

These truths are old and hoary, yet we need them every day,
To reconcile our longings to the limits of our way;
The only true philosopher is he who learns content,
Though quartered in a palace or but sheltered in his tent;
Whose cheerful soul is ready to encompass what it can,
Nor vex itself in criticising God's eternal plan.

SKILL, knowledge, and the power of thought are not always the most desirable possessions. They may become the most dangerous elements. A thoroughly competent mechanic in this city turned burglar a few years ago. His brain was cool and cultivated, and he had schooled himself to thorough temperance. These powerful possessions became formidable elements to deal with, and for a long time he could not be caught. When at last he was brought to justice, he proved to the officers that he could open any safe in the country—that no combination bank-lock was beyond his power to master. He scorned the use of dynamite, and conquered by means of his superior knowledge and skill. With all of this power and education, devoted to purposes of evil, he became a teacher of crime to others. At last justice overtook him and he is safely lodged in prison for a long term of years. But others are left, trained to steal and destroy. What shall be done with these skillful graduates in crime? Increase the police force? Enlarge our prisons? Multiply judges and courts of justice? Rather should we cut off the supply, dry up the fountains of sin. We must learn that the greatest enemies of the country are the educated Burrs, Arnolds, Tweeds and Fisks. It is far better for boys and girls to receive no training at all; far better for them to grow up in utter ignorance of their letters even, than that they should become masters of intellectual skill, but devoid of moral

strength. We cannot become too thoroughly convinced of the truth of these statements. We must not pass over these lessons lightly, for the past few years have taught us that skillful and intellectual rascals can do an untold amount of personal and public damage. If the schools turn out such graduates, good people will stop supporting them.

DURING an entire school-year thousands of teachers have been trying to make a pleasure of duty, but when vacation comes they should try to make a duty of pleasure and recreation. A change of diet is good for both body and mind, a little judicious irregularity, conducive to health, and a change of habits, diet, hours, and surroundings, essential to happiness. Our Saxon and Puritan ancestors considered pleasure of satanic origin. They applied themselves with grim earnestness to the work of the world, rarely giving themselves up to harmless and hearty enjoyment, but we are learning better wisdom. There is more joy on earth to-day than ever before, because there is more knowledge of what we need in order to grow "healthy, wealthy and wise." The world is cleaner, life is securer, locomotion cheaper and more rapid, and food more abundant. Fewer use strong drink, and less profanity is heard. Politeness is more general, and good will and sympathy more abundant. For these reasons enjoyment is more general, and for the same reasons this summer vacation should be filled with genuine recreation and pleasure. If teachers are not re-created for a new year, it will be their own fault. Give burdens to the wind, let nature have her way, and live more like the flowers and grass, which exist for the use of man, yet while they are preparing, find time to grow fragrant and beautiful.

MIRTH and jollity try the spirit, of what sort it is: the baser kind shows itself by the coarse laugh and vulgar joke. It takes a genuine soul to throw off all restraint and yet be refined, to jest and yet be a gentleman, to laugh and yet be a lady. A summer vacation often brings out traits that a restrained city or village society would never prove, and an acquaintance is presented in an entirely new and unexpected light.

Even a day "out" on a picnic or an excursion shows people in a new character. Look out, then; if you are genuine, you can laugh and be merry; but if you are not, keep still and stay at home.

AN old lady used to say that "the best way to keep children quiet is to give them something to make a noise with." The certain way to keep the nerves quiet is to give them a little healthy action, and nothing is medicine to them better than laughing and romping, even though it may be a little boisterous. Let us get all the honest pleasure we can out of this vacation, always remembering that

"Pleasure 's not a sin,
But sometimes sin 's a pleasure."

THE legislature of New York at its recent session established another State Normal School at New Pultz.

TRAINING School for Teachers, Albion, Indiana. Conducted by Supt. W. P. Denny, and Prin. E. C. White. July 20, six weeks.

COL. PARKER has been unanimously re-elected at Normal Park, at \$5,000, and the other members of the faculty at their old salaries.

THE Wilson State Normal School, Wilson, N. C. June 29-July 17. Tuition free. Director: E. C. Branson, Supt. Address Prof. Collier Cobb Wilson.

It is said that the President has concluded to appoint Supt. James F. Crooker, of Buffalo, Commissioner of Education. Judging from his city reports, we believe he would ably fill the office.

THE Bulletin of the *National Educational Association* at Saratoga, July 14-18, can be obtained on application to Dr. N. A. Calkins, Treasurer, 124 East 80th Street, New York City.

THE Bulletin of the *American Institute of Instruction*, giving full information concerning the meeting at Newport, July 6-9, can be obtained from Supt. George A. Littlefield, Newport, R. I. The program is an excellent one, the rates of fare to and fro low, and the excursions attractive.

THE Annual Meeting of Superintendents and Teachers at Okoboji Lake, Iowa, July 6, to 13. This association draws its members from forty-four counties, and has come to be a fixed feature in the educational history of this progressive State. Several of the leading educators will take part in the exercises.

THE communication on another page from a prominent Cambridge, Mass. teacher, in answer to Supt. H. F. Harrington's article on "Cram" in a recent number of the JOURNAL, will be read with interest. We have some remarks by Supt. S. T. Dutton, of New Haven, on "Markings and the Machine," bearing on the same subject.

WE regret to announce the death of Mr. J. W. Schermerhorn, of this city. For many years he has been intimately associated with the educational history of New York. In the days of his health and strength no man was more popular, and no one exerted a wider influence for good. His memory will be cherished by those at all interested in the history of the New York Teachers' Association, and the present system of free schools in the Empire State. The business in which he was engaged will be conducted in the same manner as formerly.

A STUDENT recently read an analysis of the railroad situation before a committee of experts. He had no practical experience whatever in railroads, but he went at the subject "to separate, dismember, critically and judicially to examine the situation not in specific cases, but as a great whole." The committee agreed that it was the clearest statement of any that was presented to them. As an example of what pure mind culture will do, it was admirable. This is only one instance among thousands showing that a knowledge of specific cases is not needed by those who are called upon to grapple with the hard problems of business. If the thinking machine be well conducted and in good working order, it will turn out good conclusions, whatever subject may be presented to it.

AN incident occurred in Jefferson, L. I., which gives additional proof to the doctrine of hereditary inborn sin. The facts are interesting to those who are studying the phenomena of early child life:

A mother left her infant sleeping in a cradle in the bedroom. Outside, her four-year-old daughter Lizzie, and her son Henry were playing. After bidding them to take good care of the baby she hurried on to her work. Lizzie suddenly jumped to her feet and lisped:

"Let's till baby, will we?"
The little boy followed her into the house and into the room where the baby was quietly sleeping. Placing a

chair in front of the shelf on which lay the knife that her father uses in dressing fish, Lizzie obtained it, and toddled over to the side of the cradle, saying to Henry: "Watch me." Lizzie was laughing, while the boy, frightened for fear she was in earnest, said, "Don't hurt her, Lizzie, or she'll try." Reaching the cradle they both stood by it watching the sleeping babe, when suddenly Lizzie's arm was uplifted and fell, the knife penetrating the infant's eye. The blood spouted and the baby screamed, while the boy, now thoroughly alarmed, rushed from the house screaming and crying. Lizzie did not mind the blood, but as the baby screamed and cried it seemed to add to her delight, and she kept on slashing and cutting until satisfied, when she threw the knife into the cradle and started for the yard.

THE following letter explains itself. Although the decision refers to the State of New York, it will be of general interest, showing in what estimation this important subject is held in this State:

School Com., Potsdam, N. Y.

Your letter of the 4th inst., with the letter of Miss La Fontisee to you, is before me. You should advise the local school authorities that it is their duty to make provision for the teaching of physiology and hygiene in the schools under their charge; that it is the duty of the teacher to instruct the pupils in these subjects; and that the parents or guardians of pupils are under the same obligation to cause their children to conform to the course of study in these subjects, as in any other studies prescribed under the law. A persistent refusal of a pupil to receive instruction in physiology or hygiene, may justify the authorities of the district in excluding such pupil, until a disposition to conform to the course of study is assured.

State Supt. of Pub. Inst'n.

W. B. RUGGLES,

HON. B. G. NORTHPROP has lately returned from a month's trip through Kansas, Missouri and Iowa. During this time he has delivered twenty lectures on plans for moral, sanitary and aesthetic improvement in towns and cities. He is most effectively urging the formation of libraries, the suppression of bad books, and the encouragement of good reading among the young. No work is more important, and the country is to be congratulated that Dr. Northrop is giving his energies in this most needed field of labor.

Nearly three hundred associations for "Village Improvement" have been organized in the various States, which have already done much good in the line of the aesthetic, sanitary and moral improvement of towns. One of the aims of these associations is to start school and town libraries, and encourage the reading of good books and papers as the best way to guard against the use of bad books and papers. In 1884 Mr. Northrop gave 188 lectures. This grand work of improving towns and homes opens a wider and better field of influence than even that of State Supervisor of Schools in which he was so long engaged.

PROMINENT among the many attractions at Saratoga this season is the Summer School of Methods. Summer, or vacation schools, have become so well established in popular favor that nothing need be said in their behalf. They have become a part of our educational system. Most teachers desire to give a portion of their vacation to increase their working capital, as the rest most needed to prepare for their work. Inactivity is not always rest. A change of employment, especially if the efforts are to make the work of the future less difficult and more efficient, may afford more real recuperation than absolute inactivity.

But the objection sometimes made to "hard work in vacation" has no application to the School of Methods. This institution is designed to meet the pressing needs of teachers without any hard study at all. They may enjoy all its advantages without losing any of the benefits of the vacation.

Most teachers feel that they need to continue their preparatory work, and that they have a better understanding of the subject to be taught than of the methods of presenting it to the pupil. We look upon the School of Methods as the "latest and best addition" to our educational system. It offers really a supplementary Normal course, comprehending the whole range of school studies, with an eminent specialist in each department.

This institution has been planned and developed by the thought, energy, and untiring activity of that wide-awake teacher, Mr. Chas. F. King, of the Lewis School, Boston, whose writings on geography are so well known.

I have just read in your JOURNAL of May 23, 1885, the article by Supt. H. F. Harrington, of New Bedford, Mass., entitled *Cram, Over-Pressure, and Per-Cents*, and I cannot help regretting that so able a man and one who has done so much good to the cause of education, should allow himself to overshoot the mark so much as to produce the opposite effect from that desired. I do not believe that he or anyone else can convince thinking teachers that test examinations should be abolished, but he can, if he will, make us more sensible of the evils of cramming, and he can help us out of his rich experience, to become better teachers if he will only appeal to our common sense, and will not try to lead us where we, practical creatures that we are, cannot follow.

He says: "It seems to be rather sorry mill-horse business for men of the caliber of most superintendents and supervisors to be occupied from day to day with carrying on a round of test examinations and casting up percents." Now, my observation has shown me that it is just this mill horse business of applying tests which produces successful men in business, in literature, and in science, and I do not believe that school Superintendents are such exceptional beings that they can arrive at success without enduring that drudgery which in one form or another is the boon companion of all other workers. It seems to me that Supt. Harrington thinks he has discovered a sort of Garden of Eden where both teachers and pupils can obtain the best results by travelling upon only the easiest and most interesting paths. I wish that I could feel sure of success in life by following his advice.

A test examination, "one in which thought, not memory," is the dominant agency, tells better than anything else what the knowledge and mental power gained by a child is worth; it tells us what he can do, not under the enthusiastic guidance of an able teacher, but when he is thrown entirely upon his own resources. Power on demand is what we need in practical life, and the sooner we learn, without help, to utilize all that is in us, the better it will be for us.

I like, where it is possible, to keep some sort of record of the daily progress of each pupil, and then to give written examinations from time to time, to test the pupil's grasp of the subject, and to find out what he can do by himself. I always get such a paper that a pupil's success in passing it shall depend almost wholly upon his mental power, and very little therefore upon his memory. I sometimes get a paper which requires nothing but original work on the part of the pupil; in such a case I allow him to take to the examination any book that he pleases, and only require that he shall not get help from his neighbor.

I do not wish to be regarded as despising the advantages of a good memory; I want my pupils, however, to remember *processes*, rather than results. When I ask a pupil to get the square root of a polynomial, for instance, I do not want him to remember a rule, but to keep ever present in his mind the relation between some binomial, as $a+b$, and its square, and to remember that this relation is his only key.

In behalf of the boys and girls of our public and private schools, I most earnestly protest against the advice contained in Supt. Harrington's article. I believe that the "giant evils" he speaks of are pigmies compared with the self-reliance, the thoroughness, the practical ability, and the sterling character to be gained from properly-conducted test examinations. If I were a business man, I would pay higher wages to a twelve-year-old school boy who can pass a good examination on the little that he knows, than to a high-school graduate who has been taught on Supt. Harrington's plan.

A TEACHER.

Cambridge, Mass.

THERE is much truth in the article of last week on "Language Teaching." It is true that children should not, as the author says, "make sentences for the sake of making sentences," but it is right in our opinion to give them words to weave into correct expression. For example, the words "cat," "purr," "sharp claws," "mice," "see at night," "soft fur," may be written on the board, and the pupils asked to form them into written sentences. Each of these words will suggest a sentence. It is well to have a living cat before the class, but this is usually impossible. Suggestive hints are valuable, because children cannot be left to reason out everything for themselves without help. They will learn to make outlines for themselves after a time, but at first they must be guided. Suppose a picture of a horse is hung before the class. The following can with profit be placed on the board:

1. General appearance, shape, covering.
2. Head, eyes, ears. 3. Neck, name.
4. Legs, feet. 5. Tail.

A picture of a reindeer is presented and the following questions asked:

1. What is the size of the reindeer? its general appearance? the character of its covering?
2. What is the size of the head?
3. What is the size, and what the shape, of the horns?
4. What is the shape of the muzzle?
5. What is the shape of the neck?
6. What kind of legs has the reindeer?
7. What kind of feet?
8. What kind of tail?

From this the following topical outline can be obtained:

GENERAL APPEARANCE { Size,
Shape,
Covering.

PARTS { Head { Size,
Horns,
Muzzle.
Neck,
Legs,
Feet,
Tail.

Pupils will not learn to make these outlines unless they are shown how, in other words, *taught*. As far as possible, no incorrect word or expression should be presented to the child, either on the board, in the pages of a book, or uttered by the mouth. Is it not an excellent plan to give pupils sentences with words omitted, to supply which will require a knowledge of good English? Write the following on the board, and request the class to fill the omissions.

Supply *stop* or *stay*.

The train—at Station No. 27, and—long enough for passengers to eat dinner.

Why did you not—overnight in Chicago?

"Supply one of the forms of *teach* or *learn*.

The boy—to swim.

You have—to me or lesson.

The illustrations here given are taken from Powell's "How to Talk" and "How to Write."

The subject touched is an important one, and just now as we are preparing to abandon formal grammar, there should be a free discussion of how its place can be supplied. Our columns are open to a full discussion of this important subject. A free interchange of opinions will certainly lead to valuable results. Let us fix, if possible, a few principles and stick to them.

THE BEST WAY OF SUPPLYING TEXT BOOKS TO PUPILS IS AN IMPORTANT QUESTION.

For many years New York city has purchased its school books and loaned them to pupils without charge. A correspondent of the *Christian Union* says that Massachusetts is the only State in which the furnishing of school supplies of all kinds free is compulsory. The movement was not a success at first.

EXPERIENCE PROVES THAT THE EXPENSE FOR SCHOOL BOOKS SUPPLIED BY THE STATE IS ABOUT TWO-FIFTHS

LESS THAN BY INDIVIDUAL SUPPLY. Several factors contribute to this result. In the first place, *the books are used until they are worn out*. All their usable worth is extracted from them. They are handed along from class to class, and the dealer cannot expect a lot of new customers when a new class comes in. Again, *the supplies are bought in large amount, without the intervention of the jobber or retailer*. Some profit and expense is saved in that way, and the result is a material saving in the amount of money taken from the community in a given time for school-books. In the case of certain books, exchanges between different schools in the same town are possible. For instance, a certain kind of reader may be obtained for one school, and another kind for another. After a time these may be exchanged and a supply of fresh reading given to each school with no additional expense. There is no doubt that the free system is the most economical, though the expense is transferred from the parents to the body of tax-payers as a whole.

Another argument, which is appreciated by school committees and teachers, is that *there is no time lost at the beginning of the term*. When the scholars are dependent upon their parents, it is often a week or two before they are supplied with books and ready to go on with their classes. This is a serious injury to those whose school opportunities are limited. But when the town is responsible, every scholar has his books when the term begins, and the work can be set in motion the first half-day.

Those who have been active friends of the system from its inception urge many minor considerations in its favor, one of which is the abatement, to a large extent, of the importunities of book agents, and another is the exemption from frequent changes of text books with which many towns have been afflicted, much to the annoyance and expense of parents and pupils.

One of the practical objections to the system as it is now in force in Massachusetts is that

IT IS BURDENSOME TO THE TEACHERS TO HAVE THE OVERSIGHT OF THE DISTRIBUTION OF BOOKS. They are made supply agents. If this should prove to be a substantial grievance, it may be removed by the appointment of a regular agent for the supply and distribution of books. Other objections, such as the destruction of books by the pupils, and the impossibility of awakening a sense of responsibility, are found to be more imaginary than real in practice. As a fact, the scholars do take good care of their books, and no disposition is manifested to impose upon the generosity of the town.

THE SYSTEM OF PUBLIC SUPPLY IS FAR BETTER THAN AN ATTEMPT TO RESTRICT THE PROFIT OF BOOK-SELLERS. Vermont has a law which forbids any dealer in school-books to make over ten per cent. profit on his sales. Such an attempt is certain to prove a failure, because it is contrary to the plainest principles of political economy. There is no reason why a similar law could not be made concerning silk, tea, and tobacco. It is meddling where it doesn't pay, and where it will never succeed.

THE LAW OF STATE SUPPLY IS FAR BETTER THAN AN ATTEMPT ON THE PART OF A STATE TO MANUFACTURE ITS OWN TEXT-BOOKS. This part of the subject is reserved for a future number.

In the current number of your excellent JOURNAL you make a strong running comment upon courses of study for Teachers' Reading Circles in general, and upon those of Iowa and Kentucky in particular. The prominence of these courses of reading makes your remarks timely if nothing else. But, Mr. Editor, you will allow me to think that some of your conclusions may have been hastily drawn. You will permit me to say, first of all, that Kentucky teachers are not responsible for the unfortunate plan which formed the basis of your criticism. The article setting forth the scheme of

studies is only suggestive, and looks to some action by the State Association as the end. In the course of your remark you say: "The objection to all these outlines of study is that they attempt to cover too much ground. There seems to be no object in view except general culture." In this you seem to forget the class for which these studies are planned. We may presume the average good teacher reads as much or more every year. Further, any one who will candidly examine either course attacked in your article, must be slow to conclude that the professional idea is neglected. In the one we find Page's "Theory and Practice," Hunt's "Physiology," and "Watts on the Mind." In the Kentucky plan we have "Life of Pestalozzi," "History of Pedagogy," "Education," by Herbert Spencer, "School Management," "Methods of Teaching," "Talks on Teaching," and "School Economy." This is not ignoring professional literature. You further say: "If one study is to be taken from the course pursued in better graded schools, why not all?" First and chiefly, because we do not wish to take any study from any system of schools. The article in question does not propose studies, but merely plain reading. The time for class study with teachers is supposed to be past when they are ready for the school-room. In fact, no scheme could be devised to cover all deficiencies, or provide for all irregularities. You say: "No ordinary teacher can master Cousin's 'True, Beautiful and Good.' The same remark applies to Ruskin's 'Sesame,' and Lilies' 'Winchell's Sketches of Creation' needs a study of geology in order to understand it." The first two sentences manifestly pay no compliment to the ordinary teacher. The sentiment is unjust without being so intended. Long association with teachers of this class has convinced the writer that they are fully able to read with profit any book in the list. The disposition on the part of institute and normal workers to feed teachers on tender diet is a fruitful source of much professional weakness. Again, that class of books represented by "Sketches of Creation" have done much to popularize science with persons who have not nor can have an opportunity for systematic study of such subjects. We need more such books, not fewer.

Again you say: "It seems to us that a teacher's reading course should limit itself to purely professional literature." Well, there is a great deal of truth in this remark, but it is somewhat misleading. While teachers too frequently know more of everything else than teaching, it is also true that the great majority of them need so badly the culture that comes from general reading, that no course can at present omit all books of a non-professional character.

A. M. MELL.

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The exact province of Teachers' Reading Circles has not been definitely marked out, but it seems reasonable that they should confine themselves to the study of professional literature. Circles for general culture, including among its members all who wish to join, should adopt more general courses of reading, but professional organizations should consider professional subjects. A course must not be overburdened, else it will fall from its own weight, for it must be remembered that most teachers have about all they can do already. If we attempt to make our Circles do the work that ought to have been done in the school-room, in addition to a study of pedagogy and mental science, the time must be greatly extended, or overpressure and consequent superficiality will result. These Circles will either be ephemeral or permanent. If they have no definite aim they will die, but if on the other hand they are organized for a specific purpose, they will live. It is of the greatest importance that this movement should be properly unified before it goes so far that there can be no general co-operation among different parts of our country. In the State of New York the opinion so far has been unanimous in favor of a purely professional course of study extending over a period of three years, with some substantial state recognition at the close.

For the SCHOOL JOURNAL.

A SKETCH OF THE WORK IN THE QUINCY SCHOOLS FROM 1875 TO 1880.

By FRANCIS W. PARKER.

II.

Usually the enemies of the "new-fangled notions" did not, at the adjourned town meeting grapple with the School Board. Their unflinching front was too much for them, and they imitated the wisdom of David Crockett's coon. But at one adjourned meeting a pouring rain had driven from the quarries into the town hall a large body of stone workers. The hall was by no means large enough to hold the voters, so that on this stormy day many of the warm friends of the schools either staid outside or remained at home. The question of the school appropriation came up in its order. A socialistic leader, who had the extraordinary merit of believing every word he said, sprang to his feet and moved that the appropriation be reduced ten per cent. This reduction meant no superintendent. The leader warmly and adroitly supported his motion. Times were hard, aristocrats and rich people were trying to rule the town. "Shall we day laborers work for less than the school teacher? Shall a superintendent, who has nothing to do but ride around in a carriage and draw his salary at ten dollars a day—shall he take the bread out of the mouths of our children? The honest hearted quarry workers see their children starving because a lazy superintendent must live." Cheers followed; a hard-working (*sic*), discharged teacher seconded the motion, and it was carried by an immense majority. I looked at the sturdy voters, thought of the happy faces of their children whom I met from day to day, and then for consolation the famous advice of Horace Greeley came to my mind. A glance at the committee, gathered in one corner of the hall, reassured me. Mr. Marsh had a roll of paper ready, full of facts in regard to the schools. Mr. Slade was eagerly awaiting his chance. John Quincy, the moderator, showed some signs of uneasiness; but to Charles Francis Adams, Jr., fell the leadership of the attack. He gravely moved a reconsideration; it was seconded, and then followed a speech that recalled "Sink or Swim." I wish I had the power of Webster to reproduce it. "The argument the gentleman has used is the poorest, flimsiest, and weakest ever used to degrade the minds of men. Because I get one or two dollars a day no one else should get more! Such foolishness robs men of ambition, deprives them of the liberty to become free, sinks them to the lowest level. Because some one gets better wages is the good reason why you can get the same. * * * Who is to pay the money in this appropriation? Very little of it comes from men who get two dollars a day. The money is paid, and freely paid by rich men, for the education of poor men's children. What have you just voted away, working men of Quincy? The heritage of your little ones, the only heritage the most of you can leave them. You have voted away the only means they might have had to make themselves better than you yourselves are. Better deprive yourselves of every comfort in life; better go hungry; better send your little ones superfluous to bed than to take from them the most valuable thing it is in your power to give them,—an education. An education is freely offered your children, and you are throwing it away because, forsooth, some one is getting a dollar a day more than you. This reduction will dismiss the superintendent and teachers now employed to teach your children. Other places are ready for them, that will pay them as much or more than is now given them. They will go, but your children must remain!—remain to be taught by the poorer teacher that one or two dollars a day will hire."

I am sure that I have failed to give an adequate conception of this stirring speech.

The moderator watched the rising tide, and at the close of his brother's appeal put the vote, and it was carried by a very large majority. The amendment reducing the appropriation ten per

cent., was voted down with great enthusiasm; the original motion was carried, if I do not forget, with but two dissenting votes—the mover and second of the reduction. I write this with an earnest hope that the example of this famous school board may be followed in every town and city in this country. The children need but a few champions like the members of this board to carry the day against windy sophisms and obstinate school-masters' pedantry.

Much has been said of the state of the Quincy schools in 1875, the time my work began in them. Statements made by Charles F. Adams, Jr., have led to the conclusion that the schools he describes were far below the average of New England schools. This conclusion is a decidedly mistaken one. The facts show that the Quincy schools were somewhat above the average of New England schools unblessed by professional supervision. In the report of the Massachusetts State Board of Education (1876-7) there is a record of twenty-one school superintendents with salaries of a thousand dollars and over. Quincy had had for years an excellent school committee. Boston had taken, year after year, some of her best masters and assistants from that town. I found six principals in Quincy. One of this number is now a very successful superintendent of schools—(Dedham). Another was called by a much higher salary to Somerville. Another is, I am told, an excellent master in Medford. Another went to Arlington as a principal. One was a married woman, who was equal to the best of them. Four of the principals were selected by very careful superintendents and school committees, who would not have taken them from schools below the average. Five salaries, I am sorry to say, were above the average salaries paid in Massachusetts. The people were fully up to the average in intelligence. In George A. Walton's famous report of the Norfolk County Examinations (1879) the average for primary work in all the towns was 57. Quincy stood 82.1 or 25.1 above the average. The grammar grade average was 56.9; Quincy stood 77.2 or 20.3 above the average. It would be absurd to claim that three or four years' work would lift schools below the average, so far above it, and above the best schools in the country. I can testify that seventeen out of the thirty-two teachers I found in Quincy were good enough to remain there five years longer; five more of the thirty-two left Quincy for better salaries, making twenty-two out of thirty-two who may be safely called good teachers. Mr. Adams' description of the Quincy schools in 1875, if true at all, would hold good of all the schools in New England outside of those under expert supervision. A very pertinent question here suggests itself: What was the average school work under expert supervision?

Walton's Report of these schools would throw much light upon this subject; there is none, however, at hand. Recourse must be had to some other evidence.

THERE ARE SOME THINGS THAT CANNOT BE TAUGHT BY WORDS. To warn against them will only serve as attractions and lures. There is an inborn modesty which children, properly brought up, always have. It must be guarded with tender care. Many teachers take delight in warning the young against future evils. They open views of possible sins, draw away the curtain from possible temptations that they may be fortified when the time of trial comes—if it ever does. Native modesty cannot be strengthened, and any attempt to do so only seems to weaken it. Some teachers say, "Our pupils will learn the ways of the world sometime; they must be fortified in advance." This is wrong philosophy and worse practice. Example, in matters pertaining to modesty and virtue, is a powerful teacher. A certain spirituality goes with a truly modest person that impresses others with great force. There are individuals concerning whom it is impossible to even think anything low; and there are others concerning whom nothing else can be thought. A teacher of real delicacy fills the whole atmosphere of the school with pure thoughts. When she detects wrong, the sinner's worst punishment is his shame. How often do we hear the expression, "I wouldn't have her know it for the world." The immodest are never ashamed before the immodest. Modesty carries with it tremendous governing force.

For the SCHOOL JOURNAL.

LANGUAGE WORK.

By L. B., Akron, O.

A NUMBER OF WORDS SHOULD BE PLACED ON THE BOARD; THE PUPILS ASKED TO DIVIDE THEM INTO SYLLABLES, MARK THE SOUNDS OF THE VOWELS, AND CROSS OUT THE SILENT LETTERS AFTER COPYING THEM CAREFULLY ON THEIR SLATES. Tell them to write the names of a given number of things of a certain class: the names of things that are raised in the garden; things that we buy at the store; things that you saw in coming to school, etc.

PLACE ON THE BOARD SEVERAL WORDS, REQUIRING THE PUPILS TO INCORPORATE THEM INTO SENTENCES, ONE WORD IN EACH SENTENCE, OR ALL OF THEM IN ONE SENTENCE. Teach them the difference between *asking* and *telling* sentences, and the kind of punctuation mark to place after each. Be sure that every sentence is begun with a capital letter.

Give them a word, telling them to make a certain number of sentences about it. Such words as *flowers, birds, trees, school, books, play, work, boys, girls, home, etc.*, are suitable; anything that the pupil knows something about.

Transpose the words in a sentence, writing it on the board in the transposed order, and require the pupils to arrange into a sentence again. Nothing but short simple sentences can be used in this way for primary grades.

Write simple sentences on the board, leaving out one or two words in each, requiring them to fill in the blanks with any words they can think of that will make sense.

QUESTIONS OR BRIEF OUTLINES MAY BE WRITTEN ON THE BOARD, SOMETHING LIKE THE FOLLOWING. THE ANSWERS SHOULD BE WRITTEN IN COMPLETE SENTENCES.

"Fish are caught"—who catches them? when? where? what for? what kind of fish?

Have pupils write a given number of sentences about a certain picture in their readers, telling what they see, or what some one is doing in the picture.

Write on the board questions about something with which they are familiar, and require answers to be written in complete sentences; such questions as, "What kind of work do you like best to do?" "What games do you like best?" "How did you spend your vacation?" "What are you going to do next Saturday?" etc., are good.

Read, or have some member of the class read aloud, a short story or interesting anecdote, in place of the reading lesson. Question them about it to make sure they understand it, then, at the hour for the language lesson, write the story on the blackboard, leaving out a number of the words which only their memory and their understanding of the piece when read, will enable them to fill in correctly. Require them to copy this carefully on their slates or on paper, taking pains to put in all the capitals and punctuation marks in the right places.

Show them a picture a moment or two, then take it away and require them to tell what they saw in the picture, commending those who saw the most, and encouraging the others to look more closely next time.

Give them another look at the picture, and let them see who can tell the most about it this time. In all exercises of this kind require answers to be complete sentences.

LETTER WRITING IS BOTH INTERESTING AND INSTRUCTIVE. Draw a diagram of an envelope on the board, and tell them to draw the same on their slates; then direct to some one, the pupils directing theirs in same manner; have them direct half a dozen or more, until they can do it properly. Teach how to begin and end a letter in the same way.

Let them write letters to each other and to their teacher; examine these, pointing out and correcting mistakes, commending wherever possible. A plan which I have pursued with success, in country as well as graded schools,

and which afforded the scholars much pleasure, was somewhat like this:

A box put in a conspicuous place in the school room, was called our "post-office." The children brought paper and envelopes from home, and at the hour for their language lesson they were told to write a letter to any one in their class to whom they chose, taking care to begin and end the letter, and direct the envelope according to the directions previously given them. When they had finished their letters, they went quietly and slipped them into the "post-office." I examined these letters to see that nothing improper had been written, and also to notice mistakes, in order to grade them. I then replaced them in the "office," and, at an appointed time, a post-master having been either chosen by the school or appointed by myself, the "office" was opened, and the letters distributed to the ones to whom directed.

They were to read carefully the letters received, notice the mistakes, and on next "post-office" day were to answer them, notifying the writer of the number of mistakes, and what they were.

These answers were in turn to be treated in the same way as the first. I answered all letters directed to me, taking pains to have my letters as nearly perfect as possible. In this way an astonishing progress in the art of letter-writing was made.

[We are not responsible for the methods and opinions of our correspondents. It frequently happens that in successive articles on the same subject contradictory views will be expressed. But teachers must learn to weigh and criticize what they read, and draw their own conclusions, based upon settled principles.—Eds.]

A PROFESSIONAL EDUCATION.

BY HON. EDWARD DANFORTH.

THE CALLING OF THE TEACHER IS COMING TO BE CONSIDERED MORE AND MORE AS A PROFESSION, BECAUSE TEACHERS THEMSELVES ARE CONSTANTLY STUDYING BETTER METHODS. It is their duty to study child-nature, and the order of mental development, and adapt their methods so that the work of the school-room shall be a delight. It is as useless to attempt to check the activities of childhood as to drive back the waters which flow down the mountain side. But they can be turned in right channels and be made to subserve the wisest purposes of education, and in so doing furnish a solution for all troublesome questions of discipline. The teacher should be fond of children, interested in what the children are interested in, and this love for them may be cultivated. The child "set in the midst" was an object lesson of innocence, and faith and teachableness. The tender twig may be bent by evil influences, but it is the privilege of the teacher to train it upward to usefulness and happiness. Froebel, because of his fondness for children, and his devices for entertaining and instructing them, was sometimes called a fool. Diesterweg, the eminent German educator, having heard the epithet, replied, "then Socrates and Pestalozzi were fools, also." But Froebel to-day is honored as the author of the Kindergarten system, which has benefited, more or less, all grades of primary school work. Improvements are sometimes slow to be adopted, because of ignorance or prejudice.

PEOPLE JUDGE OF THINGS BY THE INHERENT QUALITIES OF THEIR OWN VISION. It is not many years since any change from the old method of "teaching the letters" provoked opposition, but now that method will not be found in any respectable school. Let people see beneficial results and they will approve the work. The power of example is more potent than words, in the forming of character, and the great reward of the teacher is in the consciousness of good done, and in the grateful remembrance of those who, through his instrumentality, have grown up into lives of usefulness and honor.

For the SCHOOL JOURNAL.

SPRING LESSON.

BY MAY MACKINTOSH.

(FOR THE LITTLE ONES.)

SOWING AND PLANTING.—The children's ages range from 3½ to 6 years. After the opening song and "Good morning, Merry Sunshine," the children, whose seats have been changed so as to face the earth-box, are eagerly expectant. "What does the merry sunshine waken?" is the first question. (The song says, "I waken all the birds, and bees, and flowers on my way"; and so one little voice pipes up, "The birdies"; another, "Bees"; and yet another, "Flowers.") "Where have the flowers been all winter?" Some one knows, and says promptly, "Way down in the earth." "Do the flowers come right away, or does something else peep out first?" Some think the grass; others, whose opportunities of observing nature have been very limited, think that the flowers are the first parts to come. So, taking a geranium of the scraggy figure usually found in dusty school-rooms, ask which part is nearest the earth. "The stem." "And what are these?" pointing to the leaves. Then last, pointing to the head of blossoms, "And what is this?"

"Who would like to have little plants and flowers growing in this box?" Everyone, apparently. "Freddie, Willie, and Magda may come and dig up the earth first with these little — what are these?" "Shovels." No one knows the preferable name of "spade," so the teacher gives it; not, however, dwelling on it, but keeping it in view for future stick-laying lessons, etc. The box is soon dug over, and all the lumps of earth crumbled finely. The first three children are dismissed, and four more come to sow the seed, different kinds of which the class has previously determined to be beans, red and black, and lentils. (The common seeds,—those known as useful for home cookery, are best.) Each bean is placed in its place with the greatest care; and as this is necessarily a slow process, those who are unemployed are getting a little restless. So all make a closed flower with one hand, and pretend to water it with the other, singing about "The little Gardener."

By this time the actual little gardeners are ready for their little rakes, with which to smooth the earth. This ended, they retire, and the watering is done by others. This ends the first day's lesson.

Next morning, presenting a very familiar object, I ask, "What is this?" "A potato." I tell briefly the name of the "eyes," and that we can cut up a potato into as many parts as we can find eyes, without taking away its power to grow. Then cutting it in four pieces, I call up as many children to plant and water them as before. In the succeeding mornings, I let those children who are early help me in watering. (A shallow dish, and water sprinkled from the little closed hands, is much to be preferred to one heavy watering pot.) And so very soon the little seeds repay this care,—the lentils usually first; and then every day's growth adds to the excitement. By and by, when the crop is doing well, one or two will be pulled up, so that the children may see the roots, thus completing the rudimentary ideas of the parts of a plant. Of course, these children are too young to take up any systematic study; and few have any country lore, but what they gain in this way, or by walks in the park.

MAY MACKINTOSH.

WOULD it not pay teachers to turn their attention to the writing of "Short Stories?" A small book with this title, recently published by Messrs. Scribner has, it is said, paid nearly \$3,000 in royalties to the authors represented in the volumes. A little money from a few stories would admirably supplement a small salary.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

FREE GYMNASTICS.

BY H. E. GOODRICH, Eaton School, New Haven, Ct

Opening Signals:

Sitting Position. Rest the feet fully on the floor. Sit well back in the chair without leaning; knees bent at nearly a right angle; body square to the front, with hands in lap and head erect.

Count 1. All turn to the right.

2. Stand.

3. Turn to the front.

4. Assume the standing position. Feet turned out to an angle of sixty degrees. Chest expanded. Head erect, with eyes straight. Arms hanging easily at the side.

1. Clenched fists.

2. Bring both fists up to the chest, just below the collar bone.

The following exercises, which we do not claim to be original, can be performed with musical accompaniment, or the time can be kept by counting. The leader should begin with the left hand, while the class commence with the right, mistakes being then less liable to occur.

No. 1. Thrust the right arm downward and return to position twice. Counts 1, 2, 3, 4

Thrust the left arm downward

and return twice. 5, 6, 7, 8.

Alternately, right arm thrust

downward twice; left, once. Left

descending as right returns. 1, 2, 3, 4.

Thrust both arms downward twice. 5, 6, 7, 8.

No. 2. Thrust the right arm out from shoulder to horizontal position, and return to position twice. 1, 2, 3, 4.

Left, twice. 5, 6, 7, 8.

Alternately, twice. 1, 2, 3, 4.

Both arms twice. 5, 6, 7, 8.

No. 3. Thrust the right arm upward and return twice. 1, 2, 3, 4.

The left arm twice. 5, 6, 7, 8.

Alternately, twice. 1, 2, 3, 4.

Both arms twice. 5, 6, 7, 8.

No. 4. Thrust right arm forward and return twice. 1, 2, 3, 4.

Left arm twice. 5, 6, 7, 8.

Alternately, twice. 1, 2, 3, 4.

Both arms twice. 5, 6, 7, 8.

No. 5. Thrust right arm downward and return once. 1, 2.

Thrust left arm downward and return once. 3, 4.

Thrust both arms downward twice. 5, 6, 7, 8.

No. 6. Repeat No. 5; only thrust arms out.

No. 7. Repeat No. 5; only thrust arms up.

No. 8. Repeat No. 5, only thrust arms forward.

No. 9. Thrust right arm downward and return once. 1, 2.

Do the same with left arm. 3, 4.

Bend the left arm at elbow and hold the palm of the hand upward. Strike it with the fingers of the right hand to counts 5, 6, 7.

Return both hands to position on chest, at count 8.

No. 10. Repeat No. 9, extending arms outward.

No. 11. Repeat No. 9, extending arms upward.

No. 12. Repeat No. 9, extending arms forward.

No. 13. Thrust right arm downward once. 1, 2.

Thrust left arm downward. 3, 4.

Both elbows bent, and held well back; fore-arms horizontal; snap fingers to counts 5, 6, 7.

Return both hands to position at count 8.

No. 14. Repeat No. 13, moving arms outward.

No. 15. Repeat No. 13, moving arms upward.

No. 16. Repeat No. 13, moving arms outward.

No. 17. Place hands on the hips, and arms akimbo; stamp three times with right foot, advancing forward each time; counts 1, 2, 3.

Return foot to position on count 4.

Stamp, moving backward with right

- foot three times. 5, 6, 7.
Return foot to position on count 8.
- No. 18. Repeat No. 17 with left foot; hands on the hips; step directly forward with right foot and back to position.
Counts 1, 2.
Step diagonally forward and back. 3, 4.
Step directly to the side. 5, 6.
Step diagonally backward. 7, 8.
Step directly backward. 1, 2.
Cross back of left foot. 3, 4.
Cross still farther back. 5, 6.
Lastly, cross in front of left foot. 7, 8.
- No. 19. Repeat No. 18 with left foot.
- No. 20. With hands on the hips, turn the body to the right, head turning at the same time; feet firm, giving one count to the first movement; one for remaining fixed; one returning to position; one remaining fixed there. 1, 2, 3, 4.
Turn the body again to the right. 5, 6, 7, 8.
- No. 21. Repeat No. 20, turning body to the left. 1, 2, 3, 4.
Turn to the left again. 5, 6, 7, 8.
- No. 22. Bend the trunk forward, knees remaining straight, bending only at the hip joint, and rise to upright position. Time as in No. 20. 1, 2, 3, 4.
Bend forward again. 5, 6, 7, 8.
- No. 23. Repeat No. 22, bending backward. 1, 2, 3, 4.
Bend backward again. 5, 6, 7, 8.
- No. 24. Bend the body to the right; time as in No. 20. 1, 2, 3, 4.
Bend again to the right. 5, 6, 7, 8.
- No. 25. Repeat No. 24, bending body to the left. 1, 2, 3, 4.
Bend again to the left. 5, 6, 7, 8.
- No. 26. With hands on the hips, turn the head, which is at the same time held erect, to the right, until the right eye comes in a straight line with the front of the shoulder; one count for first movement; one for remaining fixed; one for returning to position; one for remaining fixed there; counts 1, 2, 3, 4.
Turn the head again to the right. 5, 6, 7, 8.
- No. 27. Repeat No. 26, turning head to the left.
- No. 28. Bend the head directly to the right till an angle of forty-five degrees is formed with the trunk. Time as in No. 26. 1, 2, 3, 4.
Bend the head again to the right. 5, 6, 7, 8.
- No. 29. Repeat No. 28, bending the head to the left.
- No. 30. Move the chin downward and forward. Time of movements as in the preceding exercise. 1, 2, 3, 4.
Repeat the same again. 5, 6, 7, 8.
- No. 31. Move the chin upward and backward; time as before. 1, 2, 3, 4.
Repeat the movement. 5, 6, 7, 8.
- No. 32. Arms extended forward horizontally; bring them back to chest, and extend again four times, giving one count for each movement; one for remaining fixed in either position.
Counts. 1, 2, 3, 4.
5, 6, 7, 8.
1, 2, 3, 4.
5, 6, 7, 8.
- No. 33. Arms still extended forward, raise right arm without bending the elbow; one count for one motion; one for remaining fixed; drop it to horizontal position; one count for the return to position; one for remaining fixed there. 1, 2, 3, 4.
Raise right arm again and return to position. 5, 6, 7, 8.
- No. 34. Repeat No. 33 with left arm.
- No. 35. Repeat No. 33 with both arms alternately.
- No. 36. Repeat No. 33 with both arms.
- No. 37. Hands on chest; thrust right arm downward, twisting the wrist, and return to position; one count for motion; one for remaining fixed; one, returning to position; one remaining there. 1, 2, 3, 4.
Repeat the same with right arm. 5, 6, 7, 8.
Thrust left arm downward in same manner. 1, 2, 3, 4.
Thrust left arm down again. 5, 6, 7, 8.

- No. 38. Repeat No. 37, moving arms outward.
No. 39. Repeat No. 37, thrusting arms upward.
No. 40. Repeat No. 37, extending arms outward.

Closing Signals.

1. Turn.
2. Be seated.
3. Turn to front.
4. Position.

FOR THE SCHOOL JOURNAL.

PRIMARY WORK IN NUMBER.

The following points are recommended by Dr. E. E. White of Ohio. He thinks it best to make the instruction for the first two years entirely oral, and of supplementing the elementary arithmetic, introduced the third year, by oral work. He advocates the following points:

1. Exclude abstract numbers entirely from the first year's course.
2. If pupils are admitted to school at five years of age defer the introduction of figures until the second year; if at six, defer it a few weeks.
3. Avoid counting by ones in the primary processes.
4. For the first year confine the work to numbers from one to ten, and to the processes of addition and subtraction.
5. During the second year teach the numbers from eleven to twenty, dealing first with objects present or imagined, then with concrete numbers, and finally with abstract numbers.
6. The Grube method makes a serious mistake in teaching the four fundamental processes simultaneously.
7. Defer multiplication and division to the third year.

THEORY AND PRACTICE.

BY J. N. DAVID.

THERE ARE THREE CONDITIONS TO SUCCESS, "A PEOPLE ALIVE FOR THE CHILDREN," WILLING TO SPEND AT THE "SOUL END" AND A "GOOD TEACHER." If two of these are present, like the conclusion of a syllogism, the third will follow. But we rarely find all three together. And it is the business of the good teacher to develop the two first.

IT IS JUST AS NECESSARY FOR THE TEACHER TO SPEND AT THE SOUL END AS FOR THE PEOPLE.

"Oh," say many, "we do. It don't cost any money; we do all our spending from the soul." To which it may be replied, "Then you have very small souls. Of the 4,643 teachers in West Virginia, 1,855 take educational journals, and these embrace journals of almost every character, from the cheap twenty-five cent quarterly to the real educational journal. Only 40 per cent, and many of that number have never read a work on the science of education. In truth many spend neither from the "soul end," or any other end. They have no idea of the meaning of the term spending from the soul end. It is akin to the pouring out of the soul unto death, spoken of by the prophet. Teachers complain that institute workers, educational journals, and so forth, give theories, but they want the practical. That at once shows their poverty of thought. It is only possible for them to give theories, and if these theories are correct, the practice and the practical must come from the teacher. They may tell *how to do*, but the teacher *must do*.

THE following letter appears in *The Nation*:—
SIR: Permit me to state in a few words a practical guide to the distinction between *shall* and *will* which I have found of great use:

Shall is distinctly prophetic. It may be regarded as the normal form of the future. But to prophesy what another man shall do, or what natural phenomena shall occur, involves discourtesy or at least presumption. Accordingly, *will*, which implies volition on the part of the subject of the verb, is substituted for *shall*, as a matter of implied courtesy.

My rule, then, which, I need not say, I draw from Sir E. Head, is this: Use *shall* except when it might be rude or presumptuous.

B. W.

TABLE TALK.

Now that the spring rains have found their way into the streams or settled into the ground, the school wells should receive a good cleaning out. The purifying of the well now may prevent disease, and allow the summer supply to be pure, cool, and wholesome. The water of wells should be analyzed. This can be done by any one possessing a little knowledge of chemistry. It may save many valuable lives. Look out for the condition of the out-houses. Cleanliness, decency, and modesty should be looked after carefully. Take care of the shrubs and trees—first, from a sanitary point of view, it is well known that shrubbery absorbs the poisonous gases and effluvia too often prevalent around school-houses; second, the more attractive the house and its surroundings are made, the more interest in the school is aroused in both parents and pupils. Order, neatness, cleanliness, and system should form part of every child's education, both inside and outside of the school-room. The education of the school-yard is in many respects quite as important as the education of the school-room. Refinement can be cultivated in the arrangement of the school-grounds, just as well as through books and problems.

Arrangements should be made for leveling the school-grounds properly, laying out walks to the rear and front, and making such walks passable by means of gravel or plank. Where the soil is suitable a few flower-beds might be laid out, or a part of the ground sodded, or seeded down with lawn grass seed. Trees selected for ornament or shade should be carefully planted. Soft and hard maples, elms, bass woods, walnuts, butternuts, birches, chestnuts, or other deciduous trees, are preferable for purposes of shade. The evergreens should not be planted before the first week in June.

What shall be thought of a teacher who requires her pupils to "sit up straight, keep still, and look at that mark on the board for fifteen minutes. Don't take your eyes off until I tell you!" One little girl, twelve years old, came home with inflamed eyes as if she had been weeping. For days she was not able to read. She said her head swam, her eyes were filled with tears, and she "felt sick all over," but under no circumstance was she permitted to turn head or eyes away from the fixed position in which she had been commanded to place them. On another occasion this teacher required her pupils to "open any book, look at one place on the page until I tell you to look off. *You must not read.*" The fact is, petty tyranny is still exercised in many schools even where corporal punishment is abolished. Keeping still isn't the great aim of school existence, but our teachers act as though they think it is. Decent, orderly noise may indicate the best kind of activity.

On visiting a primary room in one of our schools lately, I saw an inexpensive chart that was both ornamental and useful, and thinking that perhaps it might be of interest to some teachers of ungraded schools, I will try and describe it. A piece of muslin a yard square is procured, and bright-colored advertising cards that are sent out by the merchants all over the country are pasted on the muslin—a large one in the center, and the others grouped around according to the taste of the teacher.

The chart, when finished, is an ornament to the room, and is a valuable help to the teacher who uses it for language recreation exercises.

Each picture is made the basis of an exercise in language, and much interest is manifested by the children.

It is also used as a color and form chart, as many of the cards are bright colored and of different shapes.

The children themselves will furnish all the cards needed, and a new chart can be made for every term in the year, at the bare cost of the muslin and a little labor.

H. E. ROBBINS.

LYONS, Ia., May 26.

Mr. U. G. Humber of Fulton county, Pa., writes us that he would like to procure a few correspondents who wish to improve themselves by exchanging and answering questions in the different school branches, and asks us to suggest a way by which he can obtain such correspondents?

Such a correspondents' circle would be beneficial to all connected with it. Those wishing to join such an organization may send their names to us. No charge, no study, only answering letters. We will introduce you to each other.

A. L. Briggs says: "Send me the JOURNAL for one year"; but where shall we send it, friend Briggs?

LETTERS.

(1) How do the Norwegians and Swedes distinguish one day from another—say the Sabbath, which they are commanded to remember and keep holy? (2) Are all colors the same in the dark? If so, how do we know it? (3) Which one of the United States tolerates "Woman's Rights," and all-wed them to vote for Cleveland and Hendricks last November? "T."

(1) Just as we do, by the position of the sun in the heavens; his distance from the horizon. (2) Yes; because we know that color resides in light. Where there is no light, there can therefore be none of the properties of light. (3) We know of no state that does, and but one territory, viz., Washington Territory.—S.]

(1) What causes pop-corn to burst when heated? Why does Indian corn not do the same? (2) What work treats upon the pop-corn question? M. A. G.

(1) The large quantity of silica or other mineral matter in the shell makes it so compact that the heated air can not escape until there is accumulated pressure sufficient to burst the grain. Indian corn is not so impervious. (2) No work outside of natural philosophies, "Science of Common Things," etc.—S.]

When and on what occasion was the Independence Bell cracked—the bell now on exhibition at New Orleans? A SUBSCRIBER.

[According to Titian R. Peale, on July 8, 1835, while tolling for the death of John Marshall, Chief Justice of U. S.—S.]

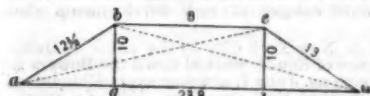
Is it correct to address the wife of a general, colonel, etc., with the position or title of her husband, as Mrs. Gen. Smith, or Mrs. Col. Smith, or Rev. Mrs. Smith, or Mrs. Dr. Smith? E. R.

[No; still it is sometimes seen. It could not in any event be Rev. Mrs. Smith unless she were a minister.—S.]

What is the origin of the proverb, "Rome was not built in a day"? M. I. C.

[Hard to tell. It is found in the French as early as 1615: "Rome n'a pas été faite en un jour." Its simple explanation is that achievements of great moment are not accomplished without patient perseverance and a considerable interval of time.—S.]

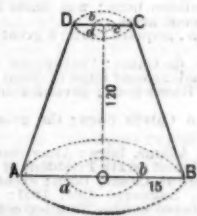
ANSWERS.



1. Let a b c d be a trapezoid, having side b c 8 rods; side a d 23.8 rods; side a b 12 rods; side c d 13 rods; and altitudes g b and k c each 10 rods. Then, diagonal c a divides it into two triangles, forming the hypotenuse of each.

In the triangle c k d the square root of $(13^2 - 10^2) = 8.3 +$ rods or k d. Subtracting k d from a d, we have a k = 15.5 rods. Then triangle a k c is right-angled, and the square root of the polynomial $(a k)^2 + (k c)^2 = a c$; or the square root of $(15.5^2 + 10^2) = 18.44 +$.

The diagonal d b divides trapezoid a b c d into two triangles. In the triangle a b g the square root of $(12.5^2 - 10^2) = 7.5$ rods or a g; subtracting a g from a d, we have g d = 16.3 rods. Then, in the right-angled triangle g b d, b d equals the square root of the polynomial $(g b)^2 + (g d)^2$ or 19.12 rods. J. P. R.



(2) Let ABCD be a circular stack of masonry 12 ft. high; diameter of base, AB, 15 feet; of DC, 6 feet; diameter of opening a b being 6 feet, of d c being 2 feet.

Area AB = $(15^2 \times .785398) = (6^2 \times .785398)$; area DC = $(6^2 \times .785398) = (2^2 \times .785398)$. [Area AB + area DC + square root of $(AB \times DC) \times \frac{1}{2}$ of 120 = contents of stack in feet; divide by 24 ft per perch, giving \$379.53+. J. P. R.

5. Addition: Add from top to bottom; cut the column into sections and add separately, then add these sums; cut off the last, or the last two numbers and add. Subtraction: Add remainder to the subtrahend, working upwards toward the minuend.

Multiplication: Cast out the 9's in the two factors, multiply the two excesses, cast out the 9's from this product, and its excess must equal the excess found by casting 9's out of the product. The same may be done in division by treating the quotient and the divisor as the two factors and the dividend as the product. This method is of little benefit to the pupils, though very useful to the teacher. Let the pupils reverse the multiplicand and the multiplier; this will give a set of new partial products, but the same general product: let them reverse the process and divide the product by multiplicand or by the multiplier, the other factor in each case becoming the quotient.

Division: Use quotient as divisor and former

divisor will become new quotient. Let another pupil at the same time multiply the divisor by the quotient to get the dividend as a product.—S.

10. Simply because "town" is a noun in the objective case, and "home" is no longer so, but has become established in the language as an adverb. The dialect, "I'm gwine to hum" is, perhaps a remnant of ancient usage, in which the word "hum," with proper articulation of course, was a noun. *Unus loquendi* has altered this, however.—S.

11. Neither John nor his sister has seen it, because the subjects are viewed as separate, thus: "Either John or his sister has my book. Only one of them has it. see also answer to question 8, in JOURNAL May 9, 1880, p. 290.—S.

14. Since 1 sheet will make 16 pages, it will take 31 sheets for each book of 336 pages, and for 500 copies there will be 15,500 sheets required. This equals 21 reams, 17 quires, 12 sheets. If the waste is 2 quires on every ream, or $\frac{1}{4}$ of the paper actually put into the books must equal $\frac{1}{4}$ of the amount bought, excepting the odd quires and sheets. 21 reams = $\frac{1}{4}$ of 23 reams. Let us suppose the purchase then to have been 23 r., 17 q., 12 sheets, equal to 24 reams, 4 quires, 4 sheets. Subtract $\frac{1}{4}$ of the entire reams for waste, leaving 21 r., 16 q., 4 sheets, equal to 10,468 sheets, or 32 fewer than required. Add these to 24 r., 4 q., 4 s., and you will obtain for the original amount purchased 24 reams, 5 quires, 12 sheets, from which you may subtract $\frac{1}{4}$ of entire reams and have just 10,500 sheets remaining.—S.

16. An adverb, modifying the verb "talked," for it was by his talking that he made the night pass away unnoticed and without its usual delay.—S.

17. Yes; why not?—S.

18. No: Take the pure circulating .325.
325.325 = 1000 times the pure circulate.
.325 = 1 time " "

Subtracting 325 = 999 times " "
Hence the circulate equal 999
Take the mixed circulate .45124
45124.124 = 100.00 times the mixed circulate.
45.124 = 100 " "
45079 = 99900 " " "
Sub.
Hence, 45079
99900 = the value of .45124

From this it is evident that no other figures than 9's and 0's will be found in the denominator.—S.

QUESTIONS.

(Reliable solutions and answers are requested. As soon as possible, after being received, they will be published.)

30. In the line, "I love to see him track the street," how should the words "him" and "track" be parsed? What part of speech is "indistinct" in the following: "The pines and hemlock stand indistinct in the twilight." How should the word "accessory" be pronounced? Sig. C.

31. How long must a string be to wrap a pole 60 feet high, 12 inches at the base, and tapers to a point with a gradual taper, the wraps to be 1 ft. apart. C. W.

32. Analyze: "There is no fireside but has one vacant chair." This news of papa's puts me all in a flutter. E. C. S.

33. Please solve the following: "A man bought a farm for \$4,500, and agreed to pay principal and interest in four equal annual instalments; how much was the annual payment, interest being 6%. Ans. 1298.67+." A. P. W.

35. What is the diameter of a ball that can be placed in the corner behind another ball 2 ft. in diameter?

36. What is the diameter of a globe that will exactly contain a two-foot cube? X Y Z.

37. A man bought a farm for \$6,000, and agreed to pay principal and interest in three equal annual instalments. What was the annual payment, interest being 6%? J. C. L.

38. Who is the author of "The old, old clock of the household stock," etc.? L. F. J.

39. Please give me a description of the Zodiac Constellation Leo—the Lion. J. M. D.

This is the season of the year for cleaning up, kalsomining, and repairing the school-houses. There is many a school-room that needs nothing more urgently than to have the blackboard slated. Teaching is carried on at a great loss when the blackboard becomes so glossy that it is impossible for the whole class to see the work on it. The inconvenience from the cause just stated is so great that most teachers would be willing to try to slate the board themselves but that the slating commonly sold is so expensive.

The following receipt is said to be good. We have tried something like it with excellent results.

One-half lb. lampblack, two lbs. flour of emery (very finely ground), one-fourth pint Japan dryer, one-half pint copal varnish, one-half pint boiled linseed oil, two and three-fourth pints turpentine. Making in all one gallon of blackboard paint. The mixture should be applied quickly, with a stiff brush, and stirred up from the bottom with every brushful.

PERSONAL.

PRES. ELIOT, of Harvard University, the cook in the Parker House restaurant, and Mary L. Booth, who edits *Harpers' Bazar*, are said to each receive \$4,000 per year.

THE late HARRIET H. FAY, of Marlboro, Mass., left \$40,000 for the establishment of a professorship of English Literature at Tufts' College.

EX-PRES. MARK HOPKINS, of Williams College, is in his 83d year, but still preserves his extraordinary memory for names and faces, recognizing hundreds of class-men of fifty years ago.

PRES. H. O. LADD, of the University of New Mexico, has accepted an invitation from Bishop Huntington and others to deliver an address at Plymouth Church, on Sunday evening, on the subject of Indian education.

PROF. HENRY R. SANFORD, N. Y. State Institute Conductor, has accepted an invitation to lecture for one week during August, at the Normal Institute, Elizabeth City, N. C. Mr. Sanford is a busy man.

MR. HENRY M. STANLEY has been appointed Governor of the Congo State. Herr Eliwalde, Consul at Bombay, will be made Minister of Commerce, and Herr Neuse, Minister of Finance of that country.

DR. LEROY SUNDERLAND is dead. He achieved a wide reputation as an anti-slavery lecturer, about forty years ago; crowds flocked to hear him. To-day, only elderly persons will recall his name and enthusiastic work.

SEPT. H. G. FULLER, Hardin Co., Iowa, arranged an excellent exhibit of school work at the World's Fair, New Orleans. The *New Orleans Daily Picayune* said that it was the "best of the kind" on exhibition. His county work filled forty volumes. For many years Hardin Co. has been foremost in educational work.

ACCORDING TO DR. FRASER, Bishop of Manchester (Eng.), the great fault of the American school system is that we undertake to teach too much. The children are hurried over a wide range of study, and the result is a superficial knowledge of everything, and accurate ideas of nothing. He strongly advocated for English schools a thorough drill upon a few subjects; quality, not quantity, should be aimed at.

REBECCA NOURSE was hanged as a witch at Salem, Mass., 193 years ago, and next summer her descendants will unveil a monument to her, for which Mr. Whittier has written the following lines:

"O Christian martyr, who for truth could die,
When all about thee owned the hidden lie,
The world, redeemed from superstition's sway,
Is breathing freer for thy sake to-day."

MR. J. ORMOND WILSON, for several years Superintendent of the Public Schools of Washington, D. C., has been compelled by failing health to resign. A number of his associates in the care of the schools met at the Franklin Building and drew up a letter expressing their estimation of his services and regret at his resignation. This was handsomely engrossed on thick tablets, signed by each member, and sent to Mr. Wilson.

PROF. OHEN ROOT, LL.D., for many years Professor of Mathematics at Hamilton College, died last week at Clinton, N. Y. Prof. Root was born at Vernon, N. Y., 81 years ago. He was graduated at Hamilton College, and early in life became a teacher in the Syracuse Academy, and acted in the same capacity at Seneca Falls. Thirty-five years ago he was elected to the chair of Mathematics, Mineralogy, and Geology of Hamilton College, holding the position until about three years ago, when he was succeeded by his son.

ARNOLD TOMPKINS, Supt. of Schools at Franklin, Ind., has accepted a professorship in De Pauw University, in connection with the School of Didactics. The *Educational Weekly* says: "This change is unquestionably a gain to the University. Mr. Tompkins is a graduate of the State Normal School, and one of the clearest thinkers in the teacher's profession. He has a thoroughly analytic mind, and keeps the analytic power so thoroughly in hand that, whatever subject of thought he may be called upon to discuss, it must yield to his searching application of the principles of analysis. His analysis of the common school curriculum, based upon the laws of psychological development, is the most complete and the most comprehensive that we remember to have seen published."

EDUCATIONAL NOTES.

CALIFORNIA.—Slakiyon Co. Institute was held at Yerka, June 9-12.

DAKOTA.—The first County Institute ever held in Aurora County, met May 23, at White Lake. S. B. Miller Co. Supt.

IOWA.—The Hardin Co. Agricultural Society will again have an educational exhibit, and offer prizes to the pupils for the best specimens of school work.

Marshall Co. has had a live teachers' association with an attendance of 80. Louisa Co. held a big association at Columbus Junction.

KANSAS.—We have just had a visit from that veteran in the cause of education, Hon. B. G. Northrop. His hour's talk on Reading, to the High School, was a treat to be remembered, by pupils and teachers alike, as one of the bright spots in our lives.

We have tried in the past year to do these things: (a) Relieve the teachers of all unnecessary work in making out monthly and weekly reports. (b) To emphasize the idea that the personality of the teacher is a more powerful factor in developing mind than the "per cents" so keenly looked for. (c) To induce the teachers to read books and periodicals pertaining to their profession. (d) To guide the pupils in their reading outside of school hours. (e) To establish a school library. (f) To cultivate mental power in the pupils, rather than attainment. J. C. H.

ILLINOIS.—The Bond Co. Teachers' Institute will commence Aug. 3, and close Aug. 22. Profs. Carmichael and Burns, and Pres. Edwin C. Hewett, of the Normal, will be the instructors. P. C. Reed, Co. Supt.

MASS.—The Phillips Academy held, May 19, the eighteenth anniversary of contests for the Means' Prizes. Several subjects were assigned. Among the successful competitors was Herbert Spencer Kellogg, the youngest son of

the editor of the JOURNAL. His subject was the "Influence of Literature on Charity." He terminates a nearly three years' course at this Academy, to enter on the study of Education.

MINNESOTA.—Graduating exercises of the St. Cloud State Normal School, took place May 27. The graduates of the advanced course numbered 5, the elementary course 12; the address to the graduates was made by Hon. Sanford Niles.

The commencement exercises of the Mankato State Normal School were held May 27. Pres. H. B. Wilson, of the State Normal Board, presented the diplomas. Pres. Searling gave some interesting statistics pertaining to the history of the school. Five years ago the total enrollment was 169. This number was gradually added to until this year, when the figures have been increased to 577. The growth of the higher classes in the quality of the pupils have been equally gratifying; and another fact worthy of mention is that nearly one half of this year's graduates have come from the high schools of the State. He referred to the improvements that had been made in the building and grounds. A few years ago a considerable cyclone took off the ungainly roof that then enclosed the building. The State generously replaced it with a much better one.

The 27th commencement exercises of the State Normal School at Winona, was held May 27. Tuesday afternoon the promotion exercises of the Kindergarten and the Model departments of the Normal School were made, and in the evening Pres. Northrup delivered an address before the Literary Society. Wednesday the exercises of the graduating class took place. Pres. Shepard presented the class, 41 in number. Hon. C. H. Berry, the resident director, awarded the diplomas. Hon. Thomas Simpson made the address to the graduates. The diplomas to the graduates of the Kindergarten course were awarded by the Fräuel Union.

NEW YORK.—The Chenango Teachers' Association held at Afton, May 21; Pres. J. W. Hendrick, of Greene, in the chair. Prin. W. D. Graves, of Bainbridge, read a paper on "The Aim of Instruction in Our Secondary Schools." The views he presented were discussed by several teachers, who generally agreed with the writer. Mrs. M. M. Babcock, Afton, in a short paper, treated the subject of "Natural Method of Teaching Language," and followed with a class exercise in German. Mrs. Babcock is a firm believer in the Sauveur method, and the many questions asked indicated that the questioners, knowing a little of the method, wished to learn more. Miss L. A. Hoag, Afton Primary Dept., gave a class exercise in Number after the Pestalozzian method. As all present were anxious to see the plan of that great educator in actual operation. Miss Hoag was subjected to as searching a questioning as she had just given her pupils. A paper on "School Government," by Mr. Leach, of Norwich, gave rise to a discussion of the old but fruitful topic, corporal punishment. Several of our older teachers related their experiences with the subject, and, though some opposed it in toto, the sense of the meeting seemed to be that the teacher ought to have the right to inflict corporal punishment. A most interesting class exercise in Reading was given by Mrs. L. E. Elliott, Afton Intermediate Dept. "The Abolition of Recess," prepared by Miss A. V. Meade, of Greene, owing to the author's absence, was read by Miss M. J. Sweetland, of the same school. Clearly and concisely the circumstances of the trial and final adoption of the plan at Green were stated, with a consideration of the arguments pro and con.

The election of officers resulted as follows: Pres., Walter A. Cook, Jr., Norwich; Vice-Pres., Mrs. M. M. Babcock, Afton; etc., A. G. Leach, Norwich.

On Friday evening Supt. Jas. H. Shultz, Norwich, presented "Some Phases of School Morals," and H. R. Parker Sherburne, some remarks on "Light."

The Steuben Co. Teachers' Association met at Prattsburgh, June 5-6, with an interesting program.

NORTH CAROLINA.—The fifth annual session of the Colored Normal School at Newbern, will open June 15, under the following instructors: Prof. Edward Moore, A.M., of Zion Wesley College; Prof. E. E. Green, M.D., of Wilmington, N. C.; Miss Lucy J. Boulding, of Hampton Normal Institute, Va.; Miss Isabella Butler, of Charlotte, N. C. A number of valuable lectures will be delivered by these teachers on Pedagogics and Hygiene. Other lecturers of distinction will also be provided.

PENNSYLVANIA.—The Northumberland County Normal is in session at Milton. It commenced May 25, and is to continue eight weeks. Supt. W. J. Wolverton, conductor.

Commencement week exercises at Lafayette College begin with a Baccalaureate Day, Sunday, June 21, followed by Senior Class-Day on Monday; Alumni Day, Tuesday; Commencement Day, Wednesday; and Examination Day, Thursday.

The program of the State Teachers' Association to be held at Harrisburg, July 7-9, is as follows:

Tuesday. (1) Introductory Addresses—R. M. McNeal Supt. of Dauphin Co.; L. O. Foote, City Supt., Harrisburg; Dr. N. C. Schaeffer, Prin. Keystone Normal School. (2) Inaugural Address—Pres. John Morrow, Supt., Allegheny City. (3) "The Moral Value of Genuine Intellectual Work," Prof. T. M. Balliet, Normal Park, Ill.; Discussion opened by Rev. D. M. Wolf, Supt. Centre Co. (4) "The Industrial Feature of Education," Charles A. Riddle, Prin. 18th Ward Public Schools, Pittsburg; Discussion opened by E. Francis, Prin. of the Public Schools of Bedford. Tuesday Evening—"The Question of the Hour," Hon. E. E. White, Cincinnati, Ohio.

Wednesday. (1) Nomination of officers for the ensuing year; place of meeting selected, and other business transacted. (2) "Essentials of Successful Teaching," Rev. James D. Moffat, D.D., Pres. Washington and Jefferson College. Afternoon Session, 2 p. m.—(1) "The Relation of American Forests to American Prosperity," Prof. J. T. Rothrock, Pennsylvania University. (2) "Local Institutes," James M. Coughlin, Supt. Luzerne Co. Discussion opened by S. B. Shearer, Supt. Cumberland Co. Wednesday Evening—"Acres of Diamonds," Colonel Russell H. Conwell, Philadelphia. (3) "Science of Mind and Art of Teaching," Rev. E. T. Jeffers, D.D., Lincoln University, Chester Co. (4) Hygienic Teaching in the Public Schools. Thursday Evening—Brief addresses by Hon. E. E. Higbee, D.D., Supt. of Public Instruction; Supt. James MacAllister, of Philadelphia; Dr. J. P. Wickersham, Lancaster; Supt. George S. Luckey, Pittsburg.

VIRGINIA.—The Spotsylvania County Institute will meet June 18, at Spotsylvania.

WEST VIRGINIA.—The following Institutes have been appointed for the months of June and July: Burton Co.,

June 22, at Philippi; instructors, Profs. T. W. Harvey and S. B. Brown; Boone Co., July 13, at Madison; W. J. Kenny; Gilmer Co., June 29, Glenville, Theo. Hodges; Jackson Co., July 13, Ravenswood, Prof. M. A. Newell; Jefferson Co., July 20, Charlestown, Jos. McMurrin; Lewis Co., July 13, Laurel Lick, U. S. Fleming; Lincoln Co., July 13, Hamlin, Oliver Phelps; Logan Co., July 13, Logan, A. H. Melrose; Marion Co., June 22, Fairmont, T. E. Hodges; Mercer Co., July 6, Concord, J. A. Watson; Nicholas Co., July 20, Nicholas, W. S. Henderson; Pendleton Co., July 20, Franklin, J. S. Cornwell; Ohio Co., July 27, West Liberty, F. H. Crago; Raleigh Co., July 20, Raleigh, L. J. Williams; Randolph Co., July 27, Beverly, J. S. Cornwell; Roane Co., July 20, Spencer, Prof. M. A. Newell and J. F. Cook; Wayne Co., July 6, Wayne, W. J. Kenny; Webster Co., July 27, Addison, W. S. Henderson; Wyoming Co., July 27, Oceana, L. J. Williams.

NEW YORK CITY.

G. S. No. 37, Male Dept., will hold its closing exercises in Parepa Hall, 86th St. and 3rd Ave., June 24, 9:30 A.M.; W. A. Owen, Principal.

Golden letters marked Saturday, June 6, in the calendar of G. S. No. 14, in 27th St., near 8d Ave., recording the celebration of the 50th year of Miss Caroline F. Whiting, Principal of the Female Department, as a teacher. Miss Whiting, a quiet, pleasant-faced woman, with brown hair just touched with gray, sat on the platform of the school-room during the exercises. Clusters and bouquets of roses covered the desk, and the room was decorated with plants and hangings of red and gold. Mr. Stephenson, Peter Cooper, and Lindley Murray, the Quaker grammarian, were members of the Board of Education from 40 to 60 years ago, when Miss Whiting was in the early years of her labors as a teacher.

"Not many of the most eminent men," said Algernon S. Sullivan, who made the address, "can claim such distinction as Miss Whiting. She has left her impress on more than 10,000 pupils of New York, who have become the wives, mothers, and true women of the land."

Some of the grand-children of Miss Whiting's first pupils attend her school now. One of her early pupils, Mrs. Nathaniel Powers, of Troy, now 94 years old, sent her a letter of congratulation. Letters and telegrams have been coming in for a week from Yokohama, Geneva, London, California, and all parts of the country. One was from Miss Nettie Carpenter, the violinist who took the prize at the Conservatory of Paris last year. All the children of Peter Cooper were graduates of the school. Mrs. Abraham S. Hewitt had charge of the arrangements for the celebration.

E. Ellery Anderson, in a short address in behalf of the pupils, said that, as Miss Whiting had been for more than half a century presenting them certificates, he would present her one from them—a gold certificate. This certificate, which is for \$1,000, will, at the request of Miss Whiting, go to the founding of a library in some hospital not yet determined. The library will perpetuate her name. Miss Sarah J. Burke read a graduates' address and Miss Jennie Tomkins a poem in honor of the occasion. A re-union song, written by Miss Sarah J. Burke to the tune of "Auld Lang Syne," was then sung in chorus with splendid effect.

A new Grammar School is asked for in the district bounded by 59th and 110th Sts., 8 Av. and the North River. The district is being rapidly built up and occupied by a good class of people. Now is the time to secure a site for a school; there is no school between 54th and 83d St.; 54th St. School is now overcrowded, and the one in 83d St. is too small for its present use, and should be enlarged. The district needs a grammar school near its center.

Asst Supt. Jones addressed the Primary Teachers' Association, June 8, on the subject of Mental Arithmetic. He advocated objective teaching as far as practicable, but thought objects could not be used by the pupils when they were crowded upon the settees with no desks before them. His remarks were aimed chiefly at arousing thought in the pupil. He said that he and his associates, in marking the results of examinations, were guided more by the evidence of thought, than by the answers given.

The Association, at their recent election of officers for the year 1885, chose the following: Pres., Miss Mary Magovan; Vice-Pres., Miss Mary MacFarlane; Cor. Sec., Miss Jane F. Holly; Asst. Sec., Miss Adeline Anderson; Treas., Miss Adelia Westcott; Rec. Sec., Miss Mary Curran.

A Teachers' Mutual Benefit Association was organized on Friday last, and the following officers were elected: Pres., Jacob T. Boyle, of G. S. No. 75; First Vice-Pres., Dubois B. Frisbee, No. 4; 2d Vice-Pres., Miss M. Louise Clawson, No. 48; Rec. Sec., Mrs. Joanna J. Hill, No. 74; Cor. Sec., Miss Sarah F. Buckelew, No. 49; Finan. Sec., Alanson Palmer, No. 15; Treasurer, Samuel Ayers, No. 58.

J. Frank Wright, Principal of G. S. No. 7, and Edward D. Shimer, of G. S. No. 20, have established a summer school for Mental and Physical Culture, at Frenchman's Island, Oneida Lake, N. Y. Swimming, rowing, excursions to places of colonial and revolutionary note, and to Indian camping grounds, and to neighboring points of local interest, are among the attractions promised.

The Hebrew Technical Institute gave its first reception and exhibition of work last week. The school occupies the two upper floors of No. 129 Crosby St., and is maintained by the Hebrew Orphan Asylum. It was established to give practical instruction in trades, because employers are averse to taking Hebrews as apprentices, since they do not work on Saturdays. The scholars are taken from the poorer classes, and are taught arithmetic, history, geography, physics, and penmanship; drawing and modelling in clay, and practical work in wood. Two hours each day are given to each branch. Next fall it is intended to add a department of metal work. On the reception day the scholars were busily at work, some at the lathes and benches, and others modelling in clay. Specimens of their work were scattered about the rooms, and were exceedingly creditable to the twenty-six workmen, who are between the ages of 18 and 15 years.

James H. Hoffman presided over the exercises in the school-room; he wielded a handsome gavel made by one of the boys.

Subordinate teachers have rights which Principals are bound to respect. Among them are not only those guaranteed by the Constitution of the United States, but those regulated by the laws and usages of good society. One of these rights is that all criticisms should be made in private.

In a recent case before the Board of Education, an assistant teacher accused her Principal of using the following language: "In the presence of my class she said, 'Next week you (addressing the children) will have some one that has sense to take care of you.' She told Mr. — in the presence of another teacher, that I was 'downright lazy.' At another time she said to me, 'You have no more sense than a four-year-old child.'"

Several members of the Board expressed very decided opinions concerning a Principal who could be guilty of using such expressions. The rights of subordinate teachers should be just as carefully guarded as the rights of Principals, Superintendents, or the Board.

NEWS OF THE WEEK.

At last Mr. Gladstone's opposers have outnumbered his followers. The budget containing his plans for raising necessary funds was rejected by a small majority. The Opposition were so elated by their victory that for a few minutes after the ballot was announced the House was filled with wild yelling and cheering, and Mr. Gladstone as he rose to adjourn the house could not make himself heard.

Gen. Middleton has gone to join Gen. Strange in pursuit of Big Bear. On June 3, Captain Steele with a small force came upon the Indians at Two Lakes, and after a short battle forced them to fly. An interpreter advanced within speaking distance of Big Bear, and said: "If you will deliver up our people we will cease firing." The Indian replied: "We intend to clean you out." Archbishop Tache, speaking of the cause of the rebellion, says that the half-breeds at first had no thought of fighting the Government, but only the mounted police, against whom there is a very bitter feeling among the half-breeds, growing out of the contempt with which they have been treated. They feel that they are looked down upon by the new settlers, and this arouses their indignation.

The steamship *Acapulco* arrived from Colon June 3, bringing the First Battalion of marines from their two months' service on the Isthmus. Admiral Jouett expressed his appreciation of their services in a letter which was read to them the first day out from Colon. Ex-President Zaldívar, of Salvador, was one of the passengers on the *Acapulco*. He says that he still believes in the unification of the Central States, but thinks it can be brought about peacefully.

Abe Buzzard, a notorious Pennsylvanian outlaw, for years the terror of the country, surrendered himself to the authorities June 3. Three years ago he escaped from prison, where he was serving a thirteen years' sentence. He says he is tired of the life he has been leading, and that after his term is out he will lead an honest one. While in the mountains he attended some religious meetings and became converted, which accounts for his changed views.

Several cases of small-pox were found upon the steamships *Weiser*, from Bremen, and *Polynesia*, from Hamburg. The sick were taken to the hospitals, and the vessels quarantined until danger of new developments shall have passed.

A man in New York City by the name of Quinn, under the influence of liquor, walked down the Bowery with several companions, June 7, abusing every Chinaman he saw. When he reached Mott street the sight of a group of these inoffensive people excited him beyond control, and drawing a revolver he began firing at them indiscriminately. Before he could be stopped one Chinaman was killed and another seriously wounded. The greatest indignation among citizens as well as Chinamen was aroused by the brutality of the deed, so entirely unprovoked, and several bystanders volunteered as witnesses at once.

EDUCATIONAL CALENDAR FOR JULY.

By N. O. WILHELM.

July 1, 1863.—Battle of Gettysburg (1st day); one of the decisive battles of the Civil War.
July 2, 1881.—Garfield shot by Guitteau.
July 3, 1866.—Battle of Sedowa.
July 4, 1776.—Declaration of Independence. Also John Adams and Thomas Jefferson died, 1826; also James Monroe died, 1831; also Garibaldi born, 1807.
July 5, 1801.—Daniel G. Farragut born; a celebrated American admiral, in the Civil War.
July 6, 1832.—Maximilian born; was made Emperor of Mexico by the power of French arms.
July 7, 1752.—Joseph Jacquard born; a great French mechanician.
July 8, 1497.—Vasco da Gama; Portuguese navigator; sailed from Lisbon: first to sail around Cape of Good Hope.
July 9, 1810.—Elias Howe born; inventor of the sewing machine.
July 10, 1509.—John Calvin born; the great Protestant reformer.
July 11, 1767.—J. Q. Adams, born; American scholar, lawyer, statesman, orator, diplomat; 6th President of U. S.
July 12, 100 B.C.—Julius Caesar, born; great Roman general and statesman. Also, Daguerrre died, 1851; a French artist, whose name is remembered by the "Daguerrtype."
July 13, 1755.—Edw. Braddock, died; English general; was defeated and killed near Pittsburgh, Pa.
July 14, 1223.—Philip, King of France, died; joined one of the Crusades; attempted to invade England.
July 15, 1883.—Tom Thumb, died; a noted dwarf.
July 16, 1794.—O. H. Williams, died; Revolutionary officer.
July 17, 1674.—Dr. Isaac Watts, born; English preacher and sacred poet; author of "Divine Songs for Children."
July 18, 1799.—John Paul Jones, died; Revolutionary naval hero.
July 19, 1742.—Wm. Somerville, died; English poet; author of "The Chase."
July 20, 1304.—Petrarch, born; celebrated Italian poet.
July 21, 1782.—Monthonol, born; a French general, companion of Napoleon I. at St. Helena.
July 22, 1864.—Battle of Atlanta.
July 23, 1842.—Bunker Hill Monument finished. Also, Titus Oates died, 1703, a notorious impostor.
July 24, 1862.—Martin Van Buren, died; American statesman; eighth President of the U. S.; "Crisis of '37" occurred during his administration.
July 25, 1863.—Sam Houston, died; Texan general. President of Texas, afterwards Governor and U. S. Senator.
July 26, 1765.—Robt. Fulton, born; first to practically apply steam to navigation.
July 27, 1777.—Thomas Campbell, born; eminent British poet wrote "Exile of Erin" and "Lochiel's Warning."
July 28, 1751.—Joseph Habersham, born; Revolutionary officer; member of Washington's Cabinet.
July 29, 1833.—Wilberforce, died; illustrious English philanthropist and statesman.
July 30, 1718.—William Penn, died; founder of Pennsylvania. Also, Jacotot died, 1840; a French teacher.
July 31, 1871.—Phoebe Cary died; author of "Poems and Parodies." Also, G. H. Thomas born, 1816; American general.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

LIVE ANSWERS.

(ANSWERS TO QUESTIONS MAY 30.)

1. At the battle of Brixen, Alexander Dumas, a French general, defended a bridge against the enemy until the French came to the rescue. Bonaparte presented him to the directory as the "Horatius Cocles of the Tyrol."
2. Some sea urchins are able to bore holes in the hardest rocks, in which they lodge, enlarging the cavity as they increase in size; but as the opening remains the same they can not pass out and so are prisoners for life.
3. Ehrenbreitstein, "the broad stone of honor" is the name of a Prussian town on the Rhine, opposite Coblenz.
4. In Epanomeria, a town in the island of Santorin, in the Grecian archipelago, many of the houses are excavated from the rock and built one above another 15 or 20 deep. They are approached by winding stair-cases cut in the cliff.
5. The insect commonly called Mayfly, but whose scientific name is *Ephemera*, lives only one day after it becomes a fly. Previous to this, however, it has lived two or three years in the water as a larva or nymph.
6. In Dr. Johnson's time it was fashionable for cultivated ladies to give evening parties for the purpose of meeting and talking with literary men. An eminent talker at some of these gatherings was a Mr. Stillangfleet, who always wore blue hose. His absence was so much regretted that it used to be said "We can do nothing without blue stockings." This name was by degrees given to clubs of this kind, then to the ladies who attended them, and finally to ladies who were ridiculously literary.
7. The Bobolink, in passing through the rice-fields on his journey to the south, helps himself very freely to the rice, and by the time he reaches Cuba and Jamaica, he is so very fat that he is known as the "butter bird."

(ANSWERS TO QUESTIONS JUNE 6.)

1. Charlemagne's palace at Aix-la-Chapelle was so luxurious that people called it "Little Rome."
2. Benjamin Disraeli's "maiden speech" in Parliament was a failure, and he was hissed down; but before taking his seat he said, "The time will come when you will hear me," a prediction that was soon fulfilled.
3. The bark of prickly ash is sometimes chewed to relieve toothache, and for this reason the shrub has been called "the toothache tree."
4. The "soldier bug," *arma spinosa*, is a carnivorous insect; he thrusts his long, stout beak into his victim and holds it until he has drained its juices, then throws it away.
5. In man the blood makes a complete double circulation in from 15 to 25 seconds.

LIVE QUESTIONS.

1. What volcano has been regarded as the place where a noted woman was condemned to everlasting torment?
2. How does a snail breathe?
3. Who climbed from the bottom to the top of the natural bridge?
4. The leaves of what tree are used for sugar sacks?
5. What poison is found in the potato vine?

A NEW method of popular instruction is said to be growing in favor in Germany. "Pyramids of instruction" are being erected in various towns and cities in that country, which show upon their faces the elevation of the place above the sea level, the difference between local time and that of Vienna, Paris, London, New York, etc., and much statistical information. On each pyramid are placed a clock, a barometer, and a thermometer.

Sick Headache. Thousands who have suffered intensely with sick headache say that Hood's Sarsaparilla has completely cured them. One gentleman thus relieved writes: "Hood's Sarsaparilla is worth its weight in gold." Sold by all druggists. 100 doses \$1.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

AN OPERETTA FOR CLOSING EXERCISES.

THE BIRD'S PARTY.

[The stage is lined with green leaves and flowers, with high seats on one side, hidden with branches. On the opposite side are seats simply covered with green. Those who take the part of the birds are dressed in the color of the bird they represent. The children dress in white. The parts should all be sung. Familiar airs may be adapted to some, for others simple ones may be easily improvised. They may, however, be recited with good effect.]

(A voice—the singer hidden—sings:)

Merry, merry song birds everywhere,
Swinging and singing through the air,
Come ye all,
Great and small,

Welcome the children to our hall.

(Children dressed to represent birds enter at the back of the stage, and sit in the seats among the branches. Voice continues:)

Weary little children, leave your books,
Come to our leafy shady nooks;
Hear us sing
Till the great woods ring
With the joyful lays we bring.

(Children enter at another place and take the green covered seats.)

Chorus (birds):

Welcome children, come and rest;
Each shall be an honored guest.

Chorus (children):

Thank you birdies, great and small—
Thank you, thank you, thank you all.

Chorus (all):

The sunrise wakes the lark to sing;
The moonlight wakes the nightingale;
Come darkness, moonrise, everything
That is so silent, sweet, and pale—
Come, so ye wake the nightingale.

The nightingale:

The bird that sings on highest wing,
Builds on the ground her lowly nest,
And I that do most sweetly sing,
Sing in the shade when all things rest.
In lark and nightingale you see
What honor hath humility.

—MONTGOMERY.

The Lark:

Bird of the wilderness,
Blithesome and cumberless,
Sweet is my matin o'er moorland and lea!
Emblem of happiness,
Blest is my dwelling place—
Come and abide in the meadows with me.

—Adapted from Hogg.

Children:

List to the lark,
How gaily he sings!
How sweetly he sings!
Beautiful singer, blithesome and free,
Gladly we'll live in the meadow with thee.

(Child dressed to represent a blue-jay appears among the branches, peeping toward the children.)

Child (rising and looking toward blue-jay:)

Little Blue-jay,
What do you say
Sitting out there in the tree?

Blue Jay:

Summer I bring,
Sweetly I sing;
Come here and listen to me.

Child:

Little Blue-Jay,
What do you say
When it is rainy and dark?

Blue Jay:

Where the leaves grow
There will I go,
Hiding in forest or park.

Child:

Little Blue-Jay,
Come back to-day,
Looking so happy and blest,
What do you sing?

Blue Jay:

Good news I bring;
I've made me a nice little nest.

Children:

How happy the life of a bird must be,

Flitting about each leafy tree,
In the leafy tree, so broad and tall,
Like a green and beautiful palace hall.
And hark! at the top of this leafy hall,
How one to another they lovingly call;
"Come up! come up!" they seem to say,
"Where the topmost boughs in the breezes sway."
—MARY HEWETT.

Robin:

My nest is in the orchard,
In the crooked apple-tree,
In the crooked apple-tree;
I know you'll keep it secret,
And so I tell it thee.
And in that leafy dwelling
Four hungry nestlings lie;
They keep us very busy now,
But soon away they'll fly.

Chorus (all):

O Robin, Robin Red-breast!
O Robin, Robin dear!
O sweetly sings the Robin
In the mornings bright and clear.

Children:

What is there more cheering
Than the Robin's song—
Strains of sweetest music—
Not a note that's wrong.
Summer, with its beauties,
Brings the Robin, too:
Would that we might hear him
All the winter through.
—From "Songs for Little Singers."

Child:

O pretty mocking-birds!
Wildest of song-birds!
Shake from your little throats
Those wild merry notes,
You sang yesterday
Odors from the flowers are wafted,
Up on the willow-spray.

Mocking-bird:

Life is bursting forth around us;
Joyous are the flocks and herds;
Far and wide, by breezes drafted,
With the merry songs of birds.

Thrush (dressed in brown):

O! I am the brown, brown Thrush!
Hush—hush!

And my soft full strains you'll hear,
My monotone sweet and clear,
Like a sound amid sounds most fine.

Birds (Tune-chorus of Birds Ball, softly):

Tra la la la la la,
" " " " " " " "

Tra la la la la la,
Tra la la la la la,
" " " " " " " "

Tra la la la la la.

Child:

Pretty yellow bird, do you know
How each morning in the spring,
To my window oft I go,
Hoping I may hear you sing?
Sing to me now, sing to me,
Airily and cheerily,
Sing your sweetest song.

Yellow-bird:

Yes, I'll sing my sweetest song,
Low and sweet, then loud and strong;
Here on the trellis, where the grape vines clamber,
Dressed in my yellow vest, sprinkled with amber.
Tra la la, tra la la, tra la la la la la.
Tra la la. Tra-la-la. Tra la la la la.

Whip-poor-will:

O where the dark shadows are floating,
When the forest depths are still,
You'll hear my low melody sounding,
My plaintive "whip-poor-will."
[Whip-poor-will!]

Echo: Whip-poor-will!:

Birds: O hear the lone Whip-poor-will sing!

Whip-poor-will: [Whip-poor-will!]

Echo: Whip-poor-will: [Whip-poor-will!]

Children: We hear the sweet Whip-poor-will sing.

Children:

O! the fields are green and the trees are glad;
And the blissful life that stirs
In the earth's wide breast is full and warm
In the hearts of the little birds;
But the sun drops down in the quiet west,
And they hush their song at last,
As Nature softly sinks to rest,
And the twilight gathers fast.

BOOK DEPARTMENT.

NEW BOOKS.

THE FIRST SIX BOOKS OF THE ÆNEID. By Edward Dearing, A.M. And **THE BUCOLICS AND GEORGICS.** By Henry Clark Johnson, A.M., L.S.B. New York and Chicago: A. S. Barnes & Co. \$2.00.

The general plan of this volume is the outgrowth of the editor's experience as a teacher and the needs of his own pupils. Many students, particularly in Western schools, he found debarred from the study of Virgil by the expense of the necessary accompanying text-books. To remove this barrier is the object of the present work, which includes that portion of Virgil generally read, together with a very complete lexicon and a map of the world as known at that time. In consequence of this arrangement an immense amount of drudgery will be saved the student beside time and money, without any detriment to scholarship. The work is embellished with numerous small illustrations, selected mostly from Vollmer's Mythology and Millman's Horace, and a number of large engravings prepared especially for the volume from designs furnished by A. L. Rawson. Original sketches having been taken by him of the places represented. The fac-simile of one of the oldest Latin manuscripts in existence also accompanies the work, being photographed from the original in the Astor Library. The notes are as few and brief as is consistent with thoroughness, and embody the best results of previous editions, both German, English and American. The text is nearly identical with that of Conington, except in occasional readings and orthography, in which it conforms to John's edition. The Appendix also includes a metrical index printed from Bryce's Virgil, and questions on the first thirty-three lines of the Æneid from Dr. Taylor's "Method of Classical Study"; and a well-written memoir of Virgil at the beginning of the book is reprinted from the last edition of the Encyclopedia Britannica. The editor has certainly produced a book that will not only save the students money and time, but will prove a practical, efficient, and attractive means of acquaintance with the most charming of Roman writers and one of the most delightful of classics. The best that can be wished for this volume is, that its success be equal to its merit.

MATERIALS FOR GERMAN PROSE COMPOSITION: OR, SELECTIONS FROM MODERN ENGLISH WRITERS. With grammatical notes, idiomatic readings of difficult passages, a general introduction, and a grammatical index. By C. A. Buckheim, Phil. Doc., F.C.P.

This work is intended to help those that, having already a full knowledge of German accidence and the rules of the order of words, wish to acquire the art of translating from English into German. The editor has himself made the selection of the extracts from the author's works, and has only chosen such as are most suitable to illustrate idiomatic peculiarities. Only the works of modern authors have been taken. The extracts are uniformly interesting, and in nearly all cases complete in themselves. Historical and other allusions are explained in foot-notes, and everything necessary is done to make the text fully understood. An attempt at gradation has been made, by dividing the work into four parts, in which the extracts are of increasing length and increasingly difficult construction. In instances where translations occur in the notes of the author, he sometimes differs from others, but his preference is always based upon excellent judgment, and commends itself to the critical taste.

In the present, which is the fifth edition, the notes have been carefully revised, and an improvement made by the addition of an index giving reference to numerous grammatical rules, and a number of idioms and readings of unusual expressions.

The demand for this edition is an indication both of the increasing attention given to German study, and also the special value of the present volume.

DORIS AND THEODORA. By Margaret Vandegrift. Philadelphia: Porter & Coates.

The scene is laid in the island of Santa Cruz, about forty years ago; the story begins shortly before the Danish Government proclaimed freedom to the slaves, and describes a phase of life upon the island which has entirely passed away, giving some account of the negro insurrection which preceded the emancipation proclamation, and the time which immediately followed it. But the chief motive of the story is the quiet home career of the two sisters whose names give title to the book. It is a simple story, telling of earnest effort, of striving against petty temptations, and a consequent

strong, evenly developed womanhood. The book is particularly suited to girls and for Sabbath-school libraries.

PULPIT AND EASEL. By Mary B. Sleight. New York: T. Y. Crowell & Co. \$1.25.

The point of this story lies in that remark of Abraham Lincoln, deploring the fact that so many round pegs get into square holes and square pegs into round holes. The hero of the pleasing narrative is an artist by nature, but brought up in his father's carpenter shop; his youth is a hard struggle between inclination and duty. In later years, he conceives it his duty to enter the Christian ministry; and here again he makes a fruitless effort to do what he is not fitted for. In time he learns that he can best serve his God by following his own appointed work. The experience of other friends and the description of his delightful family life and surroundings, go to make a sweet, refining, elevating story.

NATHANIEL PARKER WILLIS. By Henry A. Beers. Boston: Houghton, Mifflin & Co. \$1.25.

The writer of this biography has had access, in addition to abundant material that is public property, to many private letters, journals, and other MS. memoranda by Willis himself, extending from his school days nearly to his death. Consequently the present biography has special value. The present generation, perhaps, thinks of Willis as out of date, yet when he was in fashion he was "the rage," as we say; he made a mark; his name is inseparably connected with early American literature, and naturally belongs to this series of men of letters. More: his prose is not by any means less readable than that of many of our best essayists to-day. Most of his work is ephemeral only because it deals with passing events; not because his style is inherently deficient in enduring quality. But after all, it is his career as a society man in Europe that lends to his writings their strongest interest. It will be gratifying to his admirers—probably more than a few, even at this time—to have so careful a review and estimate of his life, writings, and character as is here presented.

THE SECRET OF DEATH (from the Sanskrit), with some collected poems by Edwin Arnold, M.A. Boston: Roberts Brothers. \$1.00.

The great popularity of the author's "Light of Asia," prepared a cordial welcome on the part of many American readers for this present volume; and probably those that enjoyed the former will be well pleased with this. The dedication poem to America will be particularly gratifying on "this side." There are about forty-five alleged poems beside the one giving the title which does not occupy a quarter of the book. As to the real poetry to be found here—it is a matter of taste. There are here and there a few lines seeming like the genuine thing; notably the first ten lines of the Introduction, but to our perception the author does not often rise above commonplace versification. The book is published in excellent shape as to paper, typography, and binding.

WM. R. NORRIS' NEW HELPS IN TEACHING GEOGRAPHY. This is a description of a method of illustrating geographical ideas, designed especially for young pupils. A full account of it was published in the pages of the JOURNAL last winter.

MINNESOTA TEXT-BOOK SERIES—Niles' Elementary Geography. Including Geography, History, and Resources of Minnesota. St. Paul, Minn.: D. D. Merrell, Publisher.

This is a book by one of the oldest and most successful teachers of the State of Minnesota—a gentleman who has for many years been most intimately connected with all the educational progress of this thriving young empire as principal, superintendent, and member of the Normal Board. His geography is like himself—transparent, plain, easily understood, and full of information. It has many merits.

LITERARY NOTES.

Mr. Dorman B. Eaton gives in the July number of the *North American Review* the results of his two years' experience as chief of the Civil Service Commission.

"A New High School Music Reader," by Julius Eichberg, Director of Musical Instruction in the City of Boston, will be ready about June 15. It will be published by Ginn & Company, Boston.

MME. ADELINA PATTI, who is spending the summer at her castle in Wales, is engaged upon a series of articles containing many reminiscences of her career, for *Harper's Magazine*. Miss Clara Louise Kellogg has just finished an article for a popular youths' paper, in which she describes some of her professional experiences.

O. B. Bunce, author of "Timias Terrystone," etc., begins in this week's *Christian Union* a series of papers under the title of "Easy Talks About Many Things."

In the July *Harper's*, Gen. B. F. Butler tells the story of the famous yacht America, now in his possession. His account is lively reading.

Bret Harte's book of new stories, "By Shore and Sedge," is about ready.

The July *Atlantic* contains a long poem by Whittier.

A popular edition of Mrs. Frances Hodgson Burnett's "That Lass o' Lowrie's," is published by the Messrs. Scribner.

Lieutenant Frederick Schwatka has written a book of hunting adventure with the attractive title of "Nimrod in the North," which Messrs. Cassell & Co. will publish this month. Mr. Maurice Thompson's new novel, "At Love's Extremes," which this house have in press, has taken well with the trade, the whole of the first edition being entirely sold.

BOOKS RECEIVED.

Talks Afield. By H. L. Bailey, Jr. Boston: Houghton, Mifflin & Co. \$1.00.

Vain Forebodings. By E. Oswald. Translated by Mrs. A. I. Wister. Philadelphia: J. B. Lippincott Co. \$1.25.

Troubled Waters. by Beverly Ellison Warner. Philadelphia: J. B. Lippincott Co. \$1.25.

Lessons in Hygiene. by John C. Cutter, B.S., M.D. Philadelphia: J. B. Lippincott Co. 50 cts.

Robert Ord's Atonement. by Rosa Nouchette Carey. Philadelphia: J. B. Lippincott Co. 75 cts.

In Durand Ville. by The Duchess. Philadelphia: J. B. Lippincott Co. 75 cts.

A Grammar of the English Language. by Wm. Cobbett, with notes by Robert Waters. New York and Chicago: A. S. Barnes & Co.

Alaska. by E. Ruhamah Seidmore. Boston: D. Lothrop & Co. \$1.50.

The New Arithmetic. edited by Seymour Eaton. Buffalo: Eaton, Gibson & Co. \$1.50.

Progressive German Reader. by G. Eugene Fasnacht. London: Macmillan & Co. 65 cts.

Piano Classics. by the best composers. Boston: Oliver Ditson & Co.

Generals Grant, Sherman, and Sheridan, say that the army pronunciation of *aid-de-camp* and *reville* is *ād-dē-cāmp* and *rē-vā-lē*. They also agree that in England, as well as in France, it is usage to say *aide-cong*. In the United States, the army and West Point constitute the authority on pronunciation. A theatrical manager said that Matthew Arnold, when he was here, was asked one evening, "What is your authority for pronunciation in England?" and he answered, "London." The questioner repeated that he meant what dictionary, what work on pronunciation was authority. To this Arnold answered, "None." What is your authority, then, on pronunciation?" the questioner persisted. "London," said Arnold; and he then explained that the best usage in England was law, and that London made the law for pronunciation of all words, because it was the literary, the political, and the business centre of England. No city can govern the pronunciation in America. Webster is our standard without regard to either Boston, New York, Philadelphia, Chicago or San Francisco.

Narrow-minded people are never able to grasp a whole idea. Their attention is attracted to one or two little details, and they fail to see the important whole. Some teachers belong to this class. They read an article illustrating a method that leads the pupil to discover truths for himself, but they do not see the aim of the article. Their attention is attracted by a statement which is contrary to their belief or practice, and they at once bend their energies to proving that their way is the way. Or perhaps a grammatical or typographical error is found in the article, and that so harrows up their careful souls, that they can get no benefit from it.

An indignant teacher writes as follows: "At our last examination the county superintendent gave the teachers a lecture in regard to taking New York papers instead of our own publications. He said, 'We should patronize our own publishers first,' and then if we have not enough reading matter, we can go to New York for it. I say, let the P— publishers come up to the standard of the New York publishers. I shall continue to take the *SCHOOL JOURNAL*—it matters not if it is published at the North Pole, so long as it is such a help to me as now."

It is the mynd that makes good or ill,
That maketh wretch or happie, rich, or poore.
—SPENSER.

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Publisher's Department.

"We do amiss," says Milton, "to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year." And one is forcibly reminded of this saying on looking over the list of Interlinear Classics published by Messrs. Charles De Silver and Sons, of Number (G) 1103 Walnut street, Philadelphia. This list includes Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, besides other practical and progressive works, sample pages of which and full catalogue will be sent free on application.

An excellent reputation has been attained by the American and Foreign Teacher's Agency, at 23 Union Square, New York, under the management of Mrs. M. J. Young-Fulton. This reliable agency introduces to colleges, schools, and families superior professors, principals, assistants, tutors, and governesses for every department of instruction, and recommends good schools to parents. Teachers, and those wishing their services, are invited to call on or address the management, and we are sure business will be dispatched promptly and efficiently.

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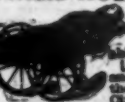
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Have you old text-books to sell? If so, do not fail to communicate with Daniel Van Winkle, of 88 Chambers street, New York, sending list of your books, with dates, condition, etc., and asking for the catalogue of standard miscellaneous reading which they offer in exchange. It is an opportunity not to be neglected, as his list contains some of the choicest works published.

FOUR ACTS PLAYED:

Sad Report About Ex-President Arthur.

WILL THE FIFTH AND FINAL ACT BE A TRAGEDY.

Rochester Democrat and Chronicle.

"Dr. Lincoln, who was at the funeral" of ex-Secretary Frelinghuysen, says "ex-President Arthur looked very unwell. He is suffering from Bright's disease. During the past year it has assumed a very aggravated form."

That telegram is act IV. of a drama written by ex-President Arthur's physicians. In Act I. he was made to appear in "Malaria," of which all the country was told when he went to Florida.

In Act II. he represented a tired man, worn down, walking the sands at Old Point Comfort and looking eastward over the Atlantic toward Europe for a longer rest.

The curtain rolls up for Act III. upon the distinguished actor affected with melancholy from bright's disease, while Act IV. discovers him with the disease "in an aggravated form, suffering intensely, (which is unusual) and about to take a sea voyage."

Just such as this is the plot of many dramas by play-wrights of the medical profession. They write the first two or three acts with no conception of what their character will develop in the final one.

They have not the discernment for tracing in the early, what the latter impersonations will be. Not one physician in a hundred has the adequate microscopic and chemical appliances for discovering bright's disease in its early stages, and when many do finally comprehend that their patients are dying with it, when death occurs, they will, to cover up their ignorance of it, pronounce the fatality to have been caused by ordinary ailments, whereas these ailments are really results of bright's disease, of which they are unconscious victims.

Beyond any doubt, 80 per cent. of all deaths, except from epidemics and accidents, result from diseased kidneys or livers. If the dying be distinguished and his friends too intelligent to be easily deceived, his physicians perhaps pronounce the complaint to be pericarditis, pyæmia, septicæmia, bronchitis, pleuritis, valvular lesions of the heart, pneumonia, etc. If the deceased be less noted, "malaria" is now the fashionable assignment of the cause of death.

But all the same, named right or named wrong, this fearful scourge gathers them in! While it prevails among persons of sedentary habits—lawyers, clergymen, congressmen—it also plays great havoc among farmers, day laborers and mechanics, though they do not suspect it, because their physicians keep it from them, if indeed they are able to detect it.

It sweeps thousands of women and children into untimely graves every year. The health gives way gradually, the strength is variable, the appetite fickle, the vigor gets less and less. This isn't malaria—it is the beginning of kidney disease and will end—who does not know how?

No; nature has not been remiss. Independent research has given an infallible remedy for this common disorder; but of course the bigoted physicians will not use Warner's safe cure, because it is a private affair and cuts up their practice by restoring the health of those who have been invalids for years.

The new saying of "how common bright's disease is becoming among prominent men!" is getting old, and as the Englishman would say, sounds "stupid"—especially "stupid" since this disease is readily detected by the more learned men and specialists of this disease. But the "common run" of physicians, not detecting it, give the patient Epsom salts or other drugs prescribed by the old code of treatment under which their grandfathers and great grand-fathers practiced!

Anon, we hear that the patient is "comfortable." But ere long, maybe, they "tap" him and take some water from him, and again the "comfortable" story is told. Torture him rather than allow him to use Warner's safe cure! With such variations the doctors play upon the unfortunate until his shroud is made, when we learn that he died from heart disease, pyæmia, septicæmia or some other deceptive though "dignified" cause.

Ex-President Arthur's case is not singular—it is typical of every such case. "He is suffering intensely." This is not usual. Generally there is almost no suffering.

He may recover, if he will act independently of his physicians. The agency named has cured thousands of persons, even in the extreme stages—is to day the mainstay of the health of hundreds of thousands. It is an unfortunate fact that physicians will not admit there is any virtue outside their own sphere, but as each school denies virtue to all others, the people act on their own judgment and accept things by the record of merit they make.
The facts are cause for alarm, but there is abundant hope in prompt and independent action.

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A "DOCTOR" who was giving testimony in a San Francisco court, was asked if he had ever performed the operation of decapitation. "Oh, yes," he said, "I have done that often, often." "Always successfully?" "Never lost a patient under it."

The following notice was posted in a certain church in Monroe township, Illinois:

pleas deposet
Yore Tobacer
At the Dore
by order of
Dekens.

WALLACE had been at work in the garden all the afternoon, and when he entered the house he was cross—so cross as to say roughly to his sister:

"Give me something warm for supper—something hot."

Ten minutes later he seated himself at the table and glanced around for his hot supper. There it was—a string of red pepper coiled on his plate; only that and nothing more!

ELY'S CREAM BALM cured me of Catarrh of many years' standing—restored my sense of smell. For colds in the head it works like magic.—**E. H. SHERWOOD,** National State Bank, Elizabeth, N. J. Easy to use. See adv.

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It was a young wife who, traveling with her son, an infant, wrote to her husband as follows:

"We are doing first rate and enjoying ourselves very much. We are in fine health. The boy can crawl about on all fours. Hoping that the same may be said of you, I remain, etc., Fanny."

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"WHAT in the world is the matter?" asked a mother of her son; "why do you boo-hoo so?"

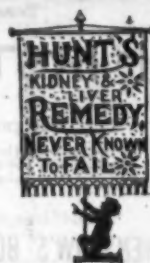
"I want something."
"Well, what do you want?"
"I've forgotten what it is, and that's what makes me cry."

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"Having had occasion to use a remedy for kidney troubles I purchased a bottle of HUNT'S [Kidney and Liver] REMEDY, and it completely cured me—have no indigestion, and am hearty and healthy for one of my years (65)."—**J. V. Woodbury, Blacksmith, Manchester, N. H.**

"Small beginnings lead to large endings."
Carpenter.

"I was troubled with a weakness of the Kidneys. I had to pass my water as many as fifteen times during the night. After having used the second bottle of HUNT'S [Kidney and Liver] REMEDY I found that all my trouble was gone."—**Joseph O. Miller, Carpenter, Xenia, Ohio.**

"Be a friend to yourself, and others will."

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"I have been a severe sufferer with a weakness of the kidneys, and I took a severe cold while on duty with the fire department. I had a terrible pain in my back, and my water troubled me. HUNT'S [Kidney and Liver] REMEDY completely cured me."—**H. A. Giam, Columbus Ohio.**

"To the good, night is not dark."

A Sailor.

"Captain John Kimball, Sailor, New London, Conn., writes:—'I was taken with severe pains in the small of my back in the region of the kidneys. I had the best medical attendance without experiencing any relief. I bought and used a bottle of HUNT'S [Kidney and Liver] REMEDY. Four bottles entirely cured me.'"

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The Manchester "Guardian," June 8th, 1883, says:
At one of the
"Windows"

Looking on the woodland ways! With clumps of rhododendrons and great masses of May blossoms!!! "There was an interesting group.

It included one who had been a "Cotton spinner," but was now so

Paralyzed!!
That he could only bear to lie in a reclining position.

This refers to my case.
I was Attacked twelve years ago with "Locomotor Ataxy"

(A paralytic disease of nerve fibres rarely ever cured)
and was for several years barely able to get about.

And for the last Five years not able to attend to my business, although

Many things have been done for me. The last experiment being nerve stretching. Two years ago I was voted into the Home for Incurables! Near Manchester, in May, 1883.

I am no "Advocate"; "For anything in the shape of patent" Medicines?

And made many objections to my dear wife's constant urging to try Hop Bitters,

But finally to pacify her—
Consented!!

I had not quite finished the first bottle when I felt a change come over me. This was Saturday, November 3. On Sunday morning I felt so strong I said to my room companions, "I was sure I could

Walk!
So started across the floor and back.

I hardly knew how to contain myself. I was all over the house. I am gaining strength each day, and can walk quite safe without any "Bick"

Or Support.
I am now at my own house, and hope soon to be able to earn my own living again. I have been a member of the Manchester "Royal Exchange"

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JOHN BLACKBURN.

Manchester, Eng., Dec. 24, 1883.

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